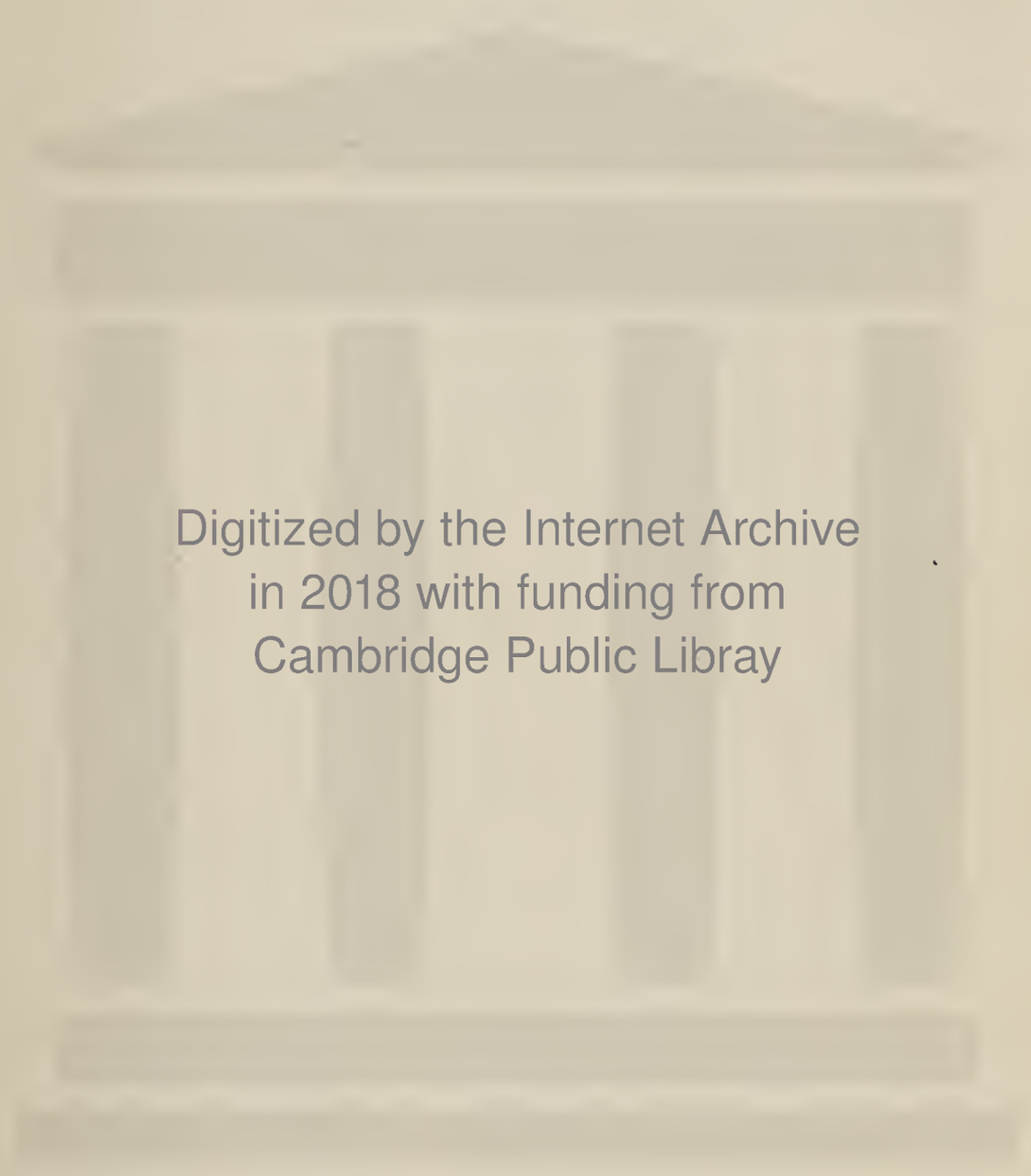

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City of Cambridge.

THE

MAYOR'S ADDRESS

AT THE

ORGANIZATION OF THE CITY GOVERNMENT,

AND

REPORTS

OF THE

COMMITTEE ON FINANCE, THE OVERSEERS OF THE POOR, AND THE SCHOOL COMMITTEE.

CAMBRIDGE:
JOHN FORD & CO., CHRONICLE PRESS.
1852.

CITY OF CAMBRIDGE.

In Common Council, April 5, 1852.

Ordered, That Messrs. Raymond, Doe, and Buck, with such as the Mayor and Aldermen may join, be a Committee to present the thanks of the City Council to his Honor, the Mayor, for the Address delivered this day, and to request a copy for publication.

Adopted, and sent up for concurrence.

EBEN M. DUNBAR, *Clerk.*

In Board of Aldermen, April 5, 1852.

Concurred; and Aldermen Bigelow and Edwards are joined.

LUCIUS R. PAIGE, *City Clerk.*

MAYOR'S ADDRESS.

GENTLEMEN OF THE CITY COUNCIL:—

We have now assembled for the purpose of once more organizing the City Government. The occasion justifies and perhaps requires a few remarks from me, upon some of the subjects which will soon demand your official action.

During the past year, changes have occurred in the financial affairs of the City which deserve notice. The City debt, which a year ago was $91,661.27, now amounts to $116,780.27; showing an increase of $25,119.00. This increase has been occasioned by a class of extraordinary expenses. A school house has been removed and repaired in Ward One, at an expense, including land, of more than $4,000, and a new school house erected and nearly finished in the same Ward, for which has already been paid nearly $12,000. Two new engine houses have been erected in Ward Two, at a cost of about $5,500, including one lot of land. Nearly $6,000 have been paid for the completion of the new Almshouse. All these outlays, amounting in the aggregate to $28,434.21, may be classed as extraordinary; and they considerably exceed the increase of the City debt.

The increase of debt, however, is rather nominal than real. By the sale of the old Almshouse estate for $24,000, a school house lot in Ward One for $1,887.13, and an engine house lot in Ward Two, for $1,773.37, a large part of which sums are still due, the debt due to the City has been materially increased; so that the balance of debt owed by the City is only $4,004.27 more than it was a year ago. Last year the City owed $91,661.27; its debts receivable were $68.92, leaving a balance of $91,592.35. The City now owes $116,780.27; its debts receivable are $21,283.75,

leaving a balance of $95,496.52. This calculation is made exclusive of outstanding taxes, which are of nearly equal amounts in both years, of uncertain value, and omitted as not materially changing the result.

The money received for lands sold has been appropriated and used for the payment of a note of $7,000, being a portion of the City debt which became due in December. Of the present debt, $5,219 will become payable during the present year, and $2,661 are payable on demand. It is recommended that provision be made by the annual tax to pay so much of the debt, at the least.

By the report of the Committee on Finance, it will be seen that the means of payment fully keep pace with the increase of debt. The valuation of real and personal estates, in May, 1851, was $12,371.240; being an increase of $922,522 over that of the previous year. The evident prosperity of the city, generally, and the erection of two or more manufacturing establishments, may justify the expectation of a corresponding increase in the next valuation.

The aggregate expense of maintaining the Public Schools during the last year, exclusive of building and removing school houses, was $26,192.24. However large this amount may appear, it is believed to have been judiciously expended, and for a worthy object.

The report of the School Committee will exhibit the present condition of the schools. The efforts of the Committee and the liberal grants of money by the citizens for several years, to place the schools in the most favorable position, have not been in vain. In this respect, we need not fear a comparison with any other city or town in the Commonwealth. You will doubtless be willing to grant a liberal appropriation, that our children may continue to enjoy their present high privilege of being well prepared for the duties and responsibilities of life.

Your attention will early be called to the necessity of a new school house in Ward Two. Some progress in this matter was made by the former City Government. It remains for you to determine whether the work shall be carried forward. The cost of such a house as is desired will probably be not much less than $20,000. If it be erected, I recommend that provision be made, by the annual tax, to pay at least one-half of the amount expended.

Some provision will probably be necessary to meet the wants of a large number of children in the northwesterly section of the First Ward; but this provision may be made at a comparatively small expense.

The streets and highways continue to require a large expenditure. By the purchase of a ledge and the removal of the teams to the immediate vicinity, which has already been done, a saving in expense is anticipated. But, with the best advantages, large sums of money must continue to be expended, for the convenience of the inhabitants, and to save the City from costs for injuries sustained in consequence of defects. Juries have very little compassion on corporations in suits for damages. It is a wise policy to expend money for making streets safe and convenient, for the benefit of the whole community, rather than in payment of damages and costs, from which only a few derive any advantage.

Some progress has been made in constructing sidewalks, but much less than was desirable. The great tide, a year ago, damaged the plank walks in Cambridge street, Court street, and Broadway, to such an extent that the repairs absorbed a large portion of the funds which might otherwise have been used for the construction of new walks. A dike and sidewalk has been made on the northerly side of Harvard street, at a cost of about $1,000, one-half of which was paid by citizens particularly interested. Besides forming a good walk, which was much needed in that street, this dike is expected to prevent a second inundation of taxable property valued at about $200,000. The whole amount expended for roads and sidewalks was about $10,000; nearly or quite as much will probably be needed for the present year.

To secure the full advantage of good streets and sidewalks, it has been thought necessary that travellers should be able to see them in the night as well as by day. By an order of the last City Council, authority was granted to light the principal avenues of the City at the public expense, provided the parties more immediately interested would furnish, at their own cost, suitable iron posts and the necessary fixtures. Preparations have been made by the citizens in various sections of the City to secure this advantage to themselves and to the public. The subject of making provision to carry into effect this projected improvement, by a suitable appropriation, is recommended to your favorable attention.

The cost for repairs of Bridges, during the last year, was nearly double the original estimate. Prison Point Bridge was found to be altogether more defective and unsafe than had been anticipated. Extensive repairs were absolutely necessary, and were made in such a manner that no further outlay will probably be required at present. The Brighton Bridge needs a thorough repair, for which, and for the ordinary repairs of other bridges, a suitable appropriation will be necessary — the amount of which can be more accurately estimated after a careful examination.

Some of our public spirited citizens have opened a new avenue from Ward Two to Brookline and Roxbury, by constructing a bridge across Charles River, and a road across the marsh, from Pine Grove to Canal street. This road, as soon as completed at private expense, the City has agreed to assume as a public highway, and has already given the name of Brookline street to the whole avenue, from Main street to the bridge. It is anticipated that the value of taxable property in that section will be increased by this improvement, that the owners of lands will be remunerated for their expenditure by such increased value, and that the City will derive an additional revenue fully equal to the cost of maintaining the road. This avenue will be a great convenience not only to the citizens in Ward Two, but to all who have occasion to pass between Ward Three or Charlestown and Roxbury or Brookline.

The system of drainage heretofore commenced has been carried forward during the past year to a considerable extent. A barrel drain of cement and bricks has been constructed in Otis street, in Ward Three, from a point near Fourth street to the marsh. A half barrel drain of bricks laid in cement and covered with stones taken from the ledge at the City Farm, has been constructed through Market and Bristol streets to the Hampshire street drain; another of the same kind through Cross street to the marsh, with branches in Main and Centre streets; and another chiefly of the same kind from Harvard street, through Columbia, School, Harrison and Washington streets, to tide water. All these drains have been built in the most thorough manner, at an aggregate expense of about $6,000. Of this amount, about three quarters was assessed on the estates chiefly benefitted, most of which has been, or will be, paid. If you shall judge it expedient to prosecute this work still further during the present year, I recommend that preference be

given to those localities where the parties to be especially benefitted and taxed are most unanimous in their desire for the benefit, and in their willingness to contribute their just and equitable proportion of the expense.

The Fire Department remains in a satisfactory condition, with the single exception that Engine No. One is still without an organized company. Several efforts have been made to remedy this defect, but hitherto without success. The lack of a company, however, has been supplied by the voluntary exertions of citizens, whenever required. Besides, the Hunneman Engine, owned and manned by citizens not connected with the Department, is located in the same vicinity, and is always efficiently used at fires in the First Ward. The other Engines and the Hook and Ladder apparatus are in charge of well organized companies, prompt and energetic in the performance of their arduous duties, and on terms of the most friendly and harmonious intercourse with each other. A new brick house has been erected for Engine Company No. Two, and the Hook and Ladder Company, in place of the wooden house destroyed by fire about a year ago. The old and ruinous house, heretofore occupied by Engine Company No. Four, together with the lot on which it stood, has been sold, and a new brick house erected in another locality, satisfactory to the company and to the inhabitants in that portion of the City where it is situated. The fire apparatus is in good condition, and the compensation now paid to the Engineers and to the several Companies is understood to give general satisfaction. The current expenses of this Department will not materially vary from that of the last few years. Provision should be made, however, for the compensation of an additional company for Engine No. One, if such a company can be organized. An urgent call has been made for a new Engine to be located in the neighborhood of Porter's hotel, where a large amount of property is exposed to destruction by fire. If it should be determined to grant the request which has repeatedly been made, an additional appropriation will be required to defray the expense.

The affairs of the Almshouse establishment will be fully detailed in the report of the Overseers of the Poor. During the past year, the paupers have been removed to the new house, where the sick and infirm can be made more comfortable, and those who are partially able to labor, be more usefully and profitably employed than

in the old establishment. The erection of fences and the purchase of furniture absorbed a large portion of the last year's appropriation for this department. The Overseers expect that their expenses will be less for the present year. It is submitted to your consideration whether it may not be expedient to place the whole matter of quarrying at the ledge under the charge of the Overseers of the Poor; so that they may not only control those paupers who are able to assist in breaking the stones, but also have the direction of all persons hired to perform the principal labor of quarrying and preparing stones for the roads, for drains, and for market.

The poor are always with us, and our duties to them, in regard to their maintenance, employment and general welfare, are various and important. The following remarks on this subject by the Mayor of Lowell, in his last address, are worthy of serious consideration:

"Our whole duty to the poor is not discharged by relieving their immediate and pressing necessities. The great object that should never be lost sight of, is the prevention of pauperism, and this is to be accomplished in various ways — by teaching the poor habits of temperance, industry and economy, encouraging and aiding them in efforts to support themselves, inspiring them with feelings of self-dependence and self-respect. Unforeseen accidents or sickness may reduce an individual or a family to the necessity of asking for public charity, and a little timely aid rendered such, relieving them of their present embarrassments, will enable them afterwards to support themselves.

"But by far the larger proportion of paupers is made up of a class of persons who will always be paupers to the extent they are suffered to be. In other words, they will continue to lean upon the public for support just so long as that support is granted them. Now, no humane person would be willing that the poor of our City should suffer for the bare necessaries of life, however ignorant or thriftless they may be. No one would be willing that little children should endure the pinchings of hunger and cold through a long winter, for the want of a little food or a little fuel. No man would feel happy or comfortable as he sat at his own ample board, or by his own generous fire, if he knew his neighbor's family was starving or freezing. Yet every judicious man *does* desire that the money appropriated for the relief of the poor should be advan-

tageously expended, in such a manner as to relieve pressing want, and, if possible, not to encourage pauperism.

"I beg leave to suggest an outline of a plan for your consideration, to be amended or revised as may be thought best. Let the Board of Overseers of the Poor continue as at present constituted, but be empowered to elect a Commissioner for the Poor, who should have a suitable compensation, and whose duty it should be, under the general direction of the Overseers, to investigate every application for aid, and to possess himself of all the facts and circumstances of each individual case. If a suitable person were chosen, there would be little inducement to remove him from office so long as he discharged its duties faithfully; and it would be essential to the successful working of the plan, that the office, as far as practicable, should be of some permanency, for every year's experience would be of immense advantage to such an officer. In a short time the Commissioner would become acquainted with the condition of every poor family in the City. He would know their habits of life, and the extent of their means of self-support. He would encourage those who were striving for themselves, aid the deserving in finding employment, and send the incorrigibly indolent to the workhouse.

"There is strong tendency in pauperism to centralization. It accumulates in cities and large towns until it becomes a burden almost too great to be borne, while the country is comparatively exempt from it. When the laborers are too many for the work to be done, it should be the duty of the Commissioner to endeavor to get a portion of them away from the City, and, if need be, aid them to find employment abroad. He should be the friend of the poor, and their adviser, and thus be enabled to acquire a salutary influence over them. There are some peculiar traits of character that such an officer should possess, but men may be found having every qualification for such a station. I should desire to have a man who had higher motives for accepting the trust than the mere emoluments of office — a man whose heart and soul were in the work he was appointed to do.

"Such an officer would save quadruple his salary to the City, in money, while the moral influence he would exert could not be estimated. I believe such a plan, gentlemen, as I have suggested, with proper modifications, will commend itself to you upon reflection, and to our citizens generally; and I would respectfully ask

you to weigh the whole subject and give it such consideration as it is entitled to."

It may well be doubted whether the present is the best possible organization of the Police Department. The Board of Aldermen, under whose special charge this subject is placed by the Charter, will have occasion to consider it carefully, and to devise a better system if possible; and they will rely on the Common Council for all necessary aid in effecting any alteration which may appear beneficial. It would be impossible, even with three or four times the present number of police officers, to maintain such constant and thorough supervision, as is secured in more compactly settled cities, over the conduct of those who disturb the public peace. But for that kind of service which is practicable, with the means which our fellow-citizens would probably be willing to furnish, the present police force is probably sufficient, and the customary appropriation will meet the expense.

The attention of the last City Council was early called to the subject of introducing a plentiful supply of pure water into the City. It is well known that in large sections of our territory, otherwise available for residences, or for mechanical purposes, it is impossible to obtain good water in the ordinary manner. To such sections especially, and, in the opinion of many scientific gentlemen, to the City generally, the introduction of water by an aqueduct from some pure source would be very beneficial. A great advantage to the City would also result from such a supply of water for extinguishing fires — the want of which has frequently rendered the exertions of the Fire Department ineffectual. I do not suppose the City is yet prepared to undertake such a large and expensive work; yet it can do no harm to consult on the most practicable method of securing so great a benefit at the smallest expense, so that whenever the time for action shall come, the way of procedure may be plain.

Soon after the first organization of the City Government, some alterations were made in the City Hall, for the temporary accommodation of the various Boards of officers. With the increase of the public business, the need of more ample accommodations is more sensibly felt. The rooms occupied by the Board of Aldermen and by the Common Council are by no means too spacious. One small room only is left, which is made to serve as an office for the

City Treasurer, a committee room for Ward and other public meetings, a lobby and place of general deposit for clothes and apparatus, whenever the City Hall is rented for scientific or other purposes. Committees of the City Government have no place for meeting, except the rooms occupied by the respective Boards and by the City Treasurer. The assessors are obliged to trespass on the convenience and good nature of the Treasurer, or perform their labors in their own houses or offices. The City Clerk has hitherto been obliged to keep his office in a private dwelling house, never knowing when the labor of the day is ended, but subject at all hours of the day or night to calls from those who know, or can succeed in finding, his place of residence.

In addition to these inconveniences, it should be stated that the *safe* in which the records and valuable papers of the City are kept, is not sufficiently large, and is believed not to be proof against fire. Under these circumstances, I submit to you the expediency of raising the City Hall, and placing under it a brick basement, to be finished into such rooms and offices as are necessary for the transaction of the public business. If such an alteration be made, I recommend that a fire-proof room be constructed in the basement, of such size as shall be sufficient for the wants of the City as long as the house shall stand, and of such strength as shall afford perfect security against fire.

Before closing this address, I feel constrained to acknowledge the courtesy and cheerful co-operation which I have uniformly received, during the past year, from my associates in the various branches of the City Government. I indulge a confident hope the same harmony and mutual respect which have heretofore existed, may continue to mark the intercourse of all who are employed in the public service. I also embrace this opportunity to acknowledge my gratitude to my fellow-citizens, for the candor with which they have judged of my efforts to serve them acceptably, and for their generous approval of my administration of the office to which, with so great unanimity, they have again elected me. I shall endeavor to render the best return in my power, by a faithful and impartial performance of my official duties. At the same time, I consider it proper to declare distinctly, as I now do, that I shall not be a candidate for re-election to the office which I now hold.

Gentlemen, we are now about to enter upon the performance of those duties which our fellow-citizens have assigned to us, and which we have sworn to perform faithfully, according to our best skill and ability. Important interests are committed to our charge, and we shall be justly held responsible to those who have selected us as their agents, that those interests suffer no harm by our neglect or misconduct.

During the year that has now closed, three members of the City Council have been removed by death. These events should not only admonish us of the uncertainty of human life, but stimulate us to diligence and well-doing while we live. Let us labor honestly and faithfully in our several stations, so that if we survive to the end of our official term, we may review its events with satisfaction and with approving consciences; or if we be cut off in the midst of our labors, we may feel that our work is done and well done.

GEORGE STEVENS.

City of Cambridge, April 5, 1852.

REPORT

OF THE

COMMITTEE ON FINANCE.

The Joint Standing Committee on Finance in conformity to the requirements of the City Ordinance "Establishing a system of accountability" submit to the City Council their

REPORT,

FOR THE FINANCIAL YEAR ENDING MARCH 1, 1852.

The Committee present a statement of all the receipts and expenditures for the year, giving in detail the amount of appropriations and expenses under the various heads. The Treasurer's accounts together with his books and vouchers, and those of the City Clerk and Auditor, have been examined and the report of a sub-committee thereon, with a statement of the debts due to the City and the amount of the City debt, is annexed. Another subcommittee have prepared a schedule of the property, real and personal, belonging to the City, and the value thereof, which schedule is also annexed.

The City debt, as will be seen, amounted on the first of March to $116,780.27, which is an increase since last report of $25,119; $23,000 of which was for School Houses and Land in Ward one.

It will be seen that the debts due to the city have been also increased $20,371.54.

Of the appropriations for various purposes, there remains unexpended $1,708.65.

The tax assessed for City purposes was $73,478.70; the County tax $10,608.69; making an aggregate of $84,087.39; of this

amount $75,850.70 have been collected; $4,092.93 abated, and $2,743.76 discounted, leaving a balance of $1,400 to be collected.

Of the preceding years there have been collected $1,044.14; abated $428.39, and there is a balance due of those years of $909.27.

The valuation of estate, real and personal, as taken from the Assessors' books, was as follows:—

	Polls.	Real.	Personal.
Ward I.	1131	$2,221,050	$1,919,940
" II.	1713	2,914,750	1,413,600
" III.	1166	1,082,200	502,950
Non-residents,		2,206,450	131,500
Total Real,		$8,424,450	$3,967,990
" Personal,		3,967,990	
Total Valuation,		$12,392,440	

The rate of assessment was $6.30 on $1000; from which sum ($6.30) should be deducted the four per cent. allowed on all taxes paid on or before the tenth day of October.

The account of Receipts and Expenditures for the year stands thus:—

Receipts from Taxes,		$76,894.84
" "	Drain Taxes,	3,940.70
" "	Dog Taxes,	270.00
" "	Commonwealth—School account	651.24
" "	" Pauper "	1,332.76
" "	" Ship Fever account,	14.00
" "	West Cambridge Bridge account,	15.21
" "	Brighton " "	35.65
" "	Hay Scales,	271.08
" "	Ward Room use of	10.00
" "	City Hall " "	59.75
" "	Fines for breach of Ordinances,	227.22
" "	Interest received,	654.64
" "	Sale of Land,	6,478.32
" "	Sundry loans,	53,501.61
" "	Various other sources,	106.00
Amount carried forward,		$144,463.02

Amount brought forward,		$144,463,02
Add balance in the Treasury March 1st 1851,		3,928.23
And we have the amount reported by the Treasurer,		$148,391.25
The aggregate expenditures for City purposes has been		$114,956.32
Add temporary loans paid,		25,401.61
Also, County tax paid,		10,608.67
And we have a total of		$150,966.60
Deduct payments by note instead of cash	$4,019.00	
Also one order drawn and unpaid,	265.00	
		$4,284.00
And we have the am't of payments from the Treasury,		$146,682.60
Which, being deducted from the amount of receipts,		148,391.25
Will leave as balance in the hands of the Treasurer,		$1,708.65

All of which is respectfully submitted in behalf of the Committee on Finance.

GEORGE STEVENS,
JAMES ATWOOD,
THOS. P. AYER.

Cambridge, March 22d, 1852.

In Common Council, March 25th, 1852.

Accepted, and with the accompanying documents, ordered to be printed under the direction of the City Clerk. Sent up for concurrence.

EBEN M. DUNBAR, *Clerk.*

In Board of Aldermen, March 30, 1852.

Concurred.

LUCIUS R. PAIGE, *City Clerk.*

REPORT

Concerning the Accounts of the Auditor and Treasurer.

THE Sub-Committee, appointed by the Committee on Finance, to examine the accounts of the City Auditor and City Treasurer for

the financial year ending March 1, 1852 ; and also to examine the notes and other securities in the hands of the Treasurer, have attended to that duty, and make the following report :—

Your Committee find that the accounts of both these officers have been very accurately kept, in a manner clear and concise, and in a form very easy for reference.

The Treasurer has satisfactory vouchers for all payments made by him, and your Committee submit a schedule of said payments, arranged under their appropriate heads. They also submit a schedule of notes and accounts due to the City, together with a copy of the Treasurer's account, which shews a balance in the hands of the Treasurer of $1,708.65.

All which is respectfully submitted by your Committee.

ANSON HOOKER,
JOHN S. LADD, } *Sub-Committee.*
GEO. MEACHAM,

Cambridge, March 22, 1852.

Accepted by the Committee on Finance, March 22, 1852.

Attest,

THOS. P. AYER, *Clerk.*

SCHEDULE OF EXPENDITURES,

FOR THE YEAR ENDING MARCH 1, 1852.

For Instruction of Public Schools.

High School.	Elbridge Smith,	instruction,	$1,500.00	
	Ezra Abbott, jr.,	"	627.00	
	John E. Horr,	"	72.91	
	N. W. Manning,	"	400.00	
	F. L. E. Hastings,	"	287.50	
	M. H. Everett,	"	208.33	
	E. C. Bubier,	"	75.00	
				$3,170.74
Ward 1.	Daniel Mansfield,	"	1,000.00	
	William H. Ladd,	"	1,000.00	
	Emily Cutler,	"	300.00	
	A. M. Ireson,	"	300.00	
	M. S. Gould,	"	275.00	
	S. E. Wiggin,	"	237.50	
	A. A. Allen,	"	237.50	
	C. E. Downes,	"	220.83	
	Eliza Gould,	"	187.50	
	R. R. Munroe,	"	112.50	
	Harriet Torry,	"	97.25	
	H. J. Chenery,	(city school)	20.83	
				$3,988.91
Ward 2.	A. B. Magoun,	"	1,000.00	
	A. C. Smith,	"	1,000.00	
	B. W. Roberts,	"	1,000.00	
	Emily James,	"	300.00	
	L. A. Skilton,	"	300.00	
	Amounts carried forward,		$3,600.00	$7,159.65

Amounts brought forward,			$3,600.00	$7,159.65
	Sophia Studley,	instruction,	300.00	
	L. M. Demmon,	"	300.00	
	E. K. Brackett,	"	300.00	
	Helen Clapp,	"	300.00	
	Lucretia Clapp,	"	300.00	
	Jane Dallinger,	"	275.00	
	M. M. Jones,	"	275.00	
	M. A. Tarbell,	"	275.00	
	Susan Dimond,	"	275.00	
	Ann Lewis,	"	275.00	
	Frances A. Clapp,	"	264.58	
	M. A. Gregory,	"	250.00	
	D. A. Chadbourne,	"	240.62	
	Ellen Lewis,	"	200.00	
	Adelia E. Conant,	"	137.50	
	Frances L. Clapp,	"	131.25	
	Mary A. Miles,	"	131.25	
	Caroline Wason,	"	125.00	
	H. A. Dodge,	"	125.00	
	M. H. Clarence,	"	75.00	
	Abby K. Sweetser,	"	56.25	
	M. D. Holman,	"	42.18	
	A. E. Conant,	"	34.37	
	M. E. Wyman,	"	9.37	
				8,297.37
Ward 3.	J. M. Lassell,	"	1,000.00	
	N. K. Noble,	"	1,000.00	
	A. W. Whipple,	"	66.67	
	S. E. Strickland,	"	300.00	
	E. R. Spalding,	"	300.00	
	S. M. Burnham,	"	300.00	
	Anna Chandler,	"	300.00	
	M. E. Taft,	"	300.00	
	H. E. Taft,	"	275.00	
	M. A. Smith,	"	275.00	
	H. E. Conant,	"	275.00	
Amounts carried forward,			$4,391.67	15,457.02

Amounts brought forward,			$4,391.67	15,457.02
	E. E. White,	instruction,	275.00	
	M. H. Butler,	"	275.00	
	F. N. Smith,	"	211.99	
	F. B. Adams,	"	206.25	
	H. T. Clarke,	"	118.06	
	E. N. Hammond,	"	51.73	
	Anna Pendexter,	"	37.50	
	Abbie Cutler,	"	20.84	
	M. E. Wyman,	"	12.50	
				5,600.54
Music.	Nathan Lincoln,	"	700.00	
				700.00

SCHOOL COMMITTEE.

Francis Bowen,	services,	$75.00	
C. C. Felton,	"	78.00	
Zelotes Hosmer,	"	75.00	
A. B. Muzzey,	"	82.00	
W. W. Wellington,	"	81.00	
Moses Clarke,	"	125.00	
F. T. Perkins,	"	85.00	
			601.00
			22,358.56
Appropriation,		$22,500.00	
Amount of expenses,	$22,358.56		
Transferred,	100.00		
		22,458.56	
Balance unexpended,		$41.44	

For Care, &c., of School-houses.

HIGH SCHOOL.

J. M. Bailey, care of house, fires, &c.,	$100.00
Whitney & Brackett, furniture,	33.08
Mather Hayward, "	3.00
A. Whittemore, hanging bell,	3.25
Amount carried forward,	$139.33

Amount brought forward,	$139.33	
J. Munroe & Co., books,	8.92	
John Marsh, "	8.50	
J. D. Pearson, stationery,	3.25	
Prop'rs Cambridge Chronicle, printing,	28.25	
Metcalf & Co., "	50.00	
C. C. P. Moody, "	11.50	
J. M. Bailey, cleaning,	10.00	
		$259.75

WARD ONE.

Joseph Brackett, care of houses, fires, &c.,	$108.08	
Albert Sawin, " " "	33.42	
Issachar Adams, " " "	4.20	
Walter M. Allen, rent of room,	75.00	
Wood & Hall, furniture,	18.29	
Whitney & Brackett, "	5.75	
J. Huntington, cleaning clocks,	1.50	
John Bartlett, books and stationery,	24.46	
A. H. Ramsay & Co., ink,	9.75	
Prop'rs. Cambridge Chronicle, printing,	11.07	
J. Sanderson, census of scholars,	12.00	
W. E. Maynard, ringing bell,	8.00	
A. D. Hurd, " "	4.00	
H. Dillingham, jr., " "	4.00	
John Tennent, cleaning,	22.00	
Joseph Brackett, "	13.25	
Michael Lynes, sweeping,	12.50	
		367.27

WARD TWO.

H. Danforth, care of houses, fires, &c.,	426.33	
John Pear, " " "	25.00	
First Universalist Society, rent of room,	100.00	
Luther Briggs, Agent, " "	108.33	
William G. Shattuck, furniture,	53.93	
J. A. Holmes & Co., "	42.76	
Swett & Bayer, "	11.67	
H. A. Hancock, "	4.88	
Amounts carried forward,	$772.90	$627.02

Amounts brought forward,	$772.90	$627.02
Mather Hayward, furniture,	3.00	
John Pear, "	1.25	
J. M. Wightman, thermometer,	1.25	
B. W. Gibbs, cleaning clock,	.75	
Ballard & Stearns, bell,	1.25	
A. C. Smith, "	1.00	
H. Danforth, " and rope,	1.62	
J. D. Pearson, books and stationery,	45.62	
Joseph Studley, ink,	3.76	
John Bennett, "	3.50	
L. W. Ide, crayons,	.85	
D. U. Chamberlin & Co., chalk,	.50	
Prop'rs. Cambridge Chronicle, printing,	10.21	
R. Litchfield, Jr., census of scholars,	12.00	
R. Litchfield, Jr., distributing reports,	1.25	
Sanders & Blodgett, petty repairs,	10.15	
M. & J. Ricker, " "	10.53	
Mather Hayward, " "	5.57	
Levi Hawkes, funnel and repairs,	45.44	
J. R. Dow, iron-work,	4.00	
H. Danforth, key and labor,	2.26	
Mrs. Lawson, washing,	.50	
Ellen Carr, cleaning,	3.00	
M. A. Wright "	1.25	
H. Danforth, paid for cleaning,	69.67	
H. Danforth, shavings,	2.65	
		1,015.73

WARD THREE.

Hiram Welch, care of houses, fires, &c.,	$100.00	
William Hunnewell, furniture,	14.61	
H. N. Hovey, "	3.80	
George Rupp, "	7.80	
John Palmer, "	3.25	
W. G. Shattuck, "	1.50	
Ira Wadsworth, "	.48	
J. L. Bailey, funnel and repairs,	71.96	
Amounts carried forward,	$203.40	1,642.75

Amounts brought forward,	$203.40	$1,642.75
E. T. Tufts, painting blackboard,	5.00	
Wm. Hunnewell, books and stationery,	29.90	
L. N. Ide, maps,	6.00	
E. C. Kinsley, ink,	8.75	
E. C. Kinsley, postage,	1.50	
Prop'rs Cambridge Chronicle, printing,	19.48	
Hiram Welch, census of scholars,	7.00	
A. Carmichael, sweeping and cleaning,	53.00	
B. Carmichael, " "	30.00	
E. Gardner, " "	26.10	
C. Hurley, " "	42.20	
J. Marr, labor,	4.25	
		436.58

MISCELLANEOUS.

Prop'rs Cambridge Chronicle, printing,	61.21
	$2,140.54

Appropriation,	$2,000.00	
Additional do.,	150.00	
	$2,150.00	
Amount of expenses,	2,140.54	
Balance unexpended,	$9.46	

For Repairs of School-houses.

HIGH SCHOOL.

Spencer and Pollard, repairs,	30.32

WARD ONE.

John Chamberlin, repairs,	$66.12	
Ralph Day, "	11.60	
Rufus Lamson, "	5.00	
M. Norton, "	2.00	
N. S. Walton, glazing,	3.80	
J. W. Lawrence, "	.83	
P. Nutting & Co., iron-work,	4.55	
R. R. & E. A. Donnell, iron and tin ware,	12.99	
		106.89
Amount carried forwrrd,		$137.21

Amount brought forward,		$137.21
WARD TWO.		
Sanders & Blodgett, repairs,	$106.21	
Spencer & Pollard, "	69.87	
S. P. Clark, "	26.11	
Rufus Lamson, "	11.00	
D. Gunnison, painting and glazing,	22.14	
W. J. Sheldon, repairing locks and keys,	2.00	
Moses Pond & Co., furnace-pot, &c.,	23.92	
Eaton & Haley, iron and tin ware,	12.96	
Jesse Haley, " "	30.95	
Levi Hawkes, " "	54.07	
H. Danforth, labor,	7.25	
		366.48
WARD THREE.		
Ozias Clark, repairs,	$88.76	
G. L. Grant, "	26.12	
Henry Noyes, "	21.06	
E. T. Tufts, painting and glazing,	98.86	
J. L. Bailey, iron and tin ware,	6.35	
		241.15
		$744.84
Appropriation,	$1,200.00	
Amount of expenses, $744.84		
Transferred, 450.00		
	1,194.84	
Balance unexpended,	$5.16	

For New School-house.

Josiah N. Marshall, land,	$3,016.00	
Franklin Sawyer, labor and stock,	6,300.00	
Stickney & Shepard, " "	3,500.00	
Stephen Smith, paid for insurance,	16.00	
		12,832.00
Appropriation,	$17,500.00	
Expended,	12,832.00	
Balance unexpended,	$4,668.00	

For Removal, &c., of School-house.

H. H. Stimpson, land,	$3,219.00	
Mellen & Richards, moving house,	320.00	
John Chamberlin, labor and stock,	272.67	
Joseph E. Burpee, "	99.56	
James Lang, "	68.49	
E. & S. W. Burpee, labor with teams,	15.00	
Larkin Holt, " " "	31.87	
Smith & Colby, bricks,	71.50	
Taylor & Pollard, stones,	24.75	
David Stevenson, plastering,	20.00	
Spencer & Pollard, whitewashing,	7.00	
John Belcher, "	28.00	
		$4,177.84
Appropriation,	$4,100.00	
Amount of expenses,	4,177.84	
Overdrawn,	$77.84	

For the Almshouse.

George W. White, Warden, salary,	$450.00
Eliza C. White, Matron, "	100.00
S. G. Harris, ass't. " "	55.00
M. J. Fuller, " " "	33.75
W. W. Wellington, Physician, "	36.33
Moses Clarke, " "	75.00
William H. Park, meat,	247.15
Charles Swan, "	649.37
Abner Pierce, "	45.00
Benj. Converse, "	25.96
S. Whitney & Co., fish,	71.85
Cyrus Fellows, "	21.40
Stickney & Fitz, meal,	96.60
George W. Fitz, "	92.50
J. M. Fitz, "	66.75
Hervey Davis, "	65.38
Curtis Stickney, "	14.26
Tarbell & Dana, flour,	224.71
Amount carried forward,	$2,371.01

Amount brought forward,	$2,371.01
Francis Wells, flour,	241.49
Wells & Libby, "	93.00
Bangs & Co., "	200.00
D. Humphrey, "	51.25
B. G. Lerned, milk,	13.72
R. E. Horsford, potatoes,	32.20
Samuel James, "	10.00
Danforth, Sias & Co., groceries,	46.91
Bradford & Macomber, "	35.77
Tarbell & Dana, "	285.56
Kidder & Co., "	22.55
Moses Stearns, "	13.17
J. Burridge & Co., "	51.91
Edmund Train, "	22.56
Samuel James, "	54.46
J. Dana Hovey, "	13.68
Manning, Glover & Co., domestic goods,	185.25
Fearing & Whitney, " "	13.50
William Watriss, " "	68.73
Bruce, Gregory & Co., " "	54.70
John Read & Co., " "	10.30
P. Cutter, hats, caps and mittens,	22.50
W. W. Allen, shoes and leather,	127.99
Nathan Russell, " "	8.40
A. H. Ramsay & Co., medicines,	18.59
Joel S. Orne, "	21.67
M. C. Kenney, ice,	12.00
William P. Fisk & Co., oil,	49.45
William Cooper, soap and ashes,	84.47
Parker & White, seeds and tools,	32.10
William Hunnewell, books,	5.94
Whitney & Brackett, furniture,	451.31
W. & W. K. White, cooking utensils,	74.82
D. U. Chamberlin & Co., hardware,	46.10
Eaton & Haley, iron and tin ware,	12.55
Jesse Haley, " "	18.66
Amount carried forward,	$4,878.27

Amount brought forward,		$4,878.27
Hamblin & Kingman, pump and fixtures,		35.75
John G. Loring,	" "	19.03
G. W. White, paid for swine,		76.73
R. E. Horsford, oats,		35.20
Hancock Bridge, tolls,		12.44
John E. Brown, doctoring horses,		15.00
Allen & Mulliken, repairing carriage, &c.,		35.62
William Stone,	" carts, &c.,	13.00
B. Hancock,	" harnesses, &c.,	11.18
Robert Henderson, iron-work,		9.80
Darius Blake,	"	37.41
David Austin,	labor,	338.00
John Town, Jr.,	"	50.00
D. McMurphy,	"	16.10
James Wallace,	"	20.25
John George,	"	13.75
James Moren,	"	48.00
J. & S. W. Dudley,	" and stock,	472.32
Sanders & Blodgett,	" "	22.92
Spencer & Pollard,	" "	84.41
J. W. Presby,	" "	56.00
A. B. Illsley,	" "	11.37
Henry Noyes,	" "	68.55
Meader & Remick,	" with teams,	87.62
Samuel Holt,	" "	14.00
S. M. Cofran,	" "	10.50
Mellen & Richards, moving buildings,		175.00
S. M. Cofran,	" "	21.88
M. L. Smith & Co.,	" "	14.00
Stephen Stiles, building fence,		827.68
Culter & Crossman,	lumber,	81.12
Burrage & Gale,	"	164.76
J. Hall & Sons,	"	68.74
E. T. Whitney,	"	107.61
Oliver Hastings,	"	23.00
D. Osborn, planing	"	60.29
Amounts carried forward,		$8,037.30

Amount brought forward,		$8,037.30
G. E. Harrington, hanging bells,		26.00
G. W. White, paid for powder,		25.00
Cutler & Crossman, lime,		4.10
Edmund Train, " &c.,		13.26
W. T. Richardson, fuel, 1850–51,		72.03
M. L. Smith & Co., " "		137.40
A. Houghton & Co., " "		113.87
State Lunatic Hospital, supplies for G. W. Pierce,		57.86
C. J. Adams, " " Convicts, H. C.,		7.26
P. McKenna, " " B. Narn,		4.40
		$8,498.48
Appropriation,	$7,500.00	
Additional do.,	1,000.00	
	$8,500.00	
Amount of expenses,	8,498.48	
Balance unexpended,		$1.52

For New Almshouse.

John Dudley, labor with men,	$752.05
Andrew Jones, " "	320.26
Smith & Colby, bricks,	241.88
A Houghton & Co., cement,	95.00
Jesse Hall & Sons, lumber,	908.58
Oliver Hastings, "	69.92
Cutler & Crossman, "	62.42
Young & White, "	23.52
John Dudley, paid for "	29.69
A. P. Sherman, planing lumber,	32.12
D. Osborn, " and sashes,	83.44
S. F. Wilson, doors,	24.75
Adams & Atwood, building stairs,	500.00
Stephen Stiles, laying floors,	49.35
J. H. & J. P. Thayer, painting and glazing,	380.66
E. T. Tufts, " "	17.70
C. E. Grant, paper hangings,	55.07
C. W. Cummings, iron work,	778.65
Stephen Day, "	9.34
Amount carried forward,	$4,434.40

Amount brought forward,		$4,434.40
W. & W. K. White, iron work and furnaces,		545.21
L. Jones & Son, range and furnaces,		349.57
Bowker, Torry & Stafford, hearths and shelves,		20.84
John G. Loring, copper and lead work,		75.82
Levi Hawkes, sheet lead work,		67.15
Gore, Rose & Co., paving cellar, &c.,		79.12
D. U. Chamberlin & Co., hardware,		311.12
T. Hastings & Co., nails,		3.38
A. Houghton & Co., coal,		92.39
		$5,979.00
Appropriation,	$3,000.00	
Additional do.	3,000.00	
	$6,000.00	
Amount of Expenses,		5,979.00
Balance unexpended,		$21.00

Repairs of Roads and Sidewalks.

Samuel Palmer, Superintendent, salary,		$600.00
Elizabeth D. Knights, board of men,		390.66
Martin White,	"	165.01
Daniel Banks,	"	134.15
George W. Parks,	"	51.00
John Mellen,	labor,	299.50
Patrick Gilligan,	"	266.00
John Hogan,	"	259.00
Michael Linean,	"	258.50
Thomas O'Brien,	"	257.50
Jeremiah Haley,	"	232.25
Dennis Lane,	"	231.00
Thomas Ryan,	"	223.50
Daniel Haley,	"	184.25
John Doherty,	"	184.00
B. Shackford,	"	178.26
J. McManamin,	"	171.00
Michael Kelly,	"	160.00
David Claflin,	"	156.00
Amount carried forward,		$4,401.58

Amount brought forward,		$4,401.58
John Lakin,	labor,	136.50
William Devens,	"	132.75
L. Shackford,	"	127.85
James Martin,	"	118.73
Otis Wilder,	"	114.78
B. Dempsey,	"	98.00
T. M. Cofran,	"	76.50
William Derry,	"	75.00
Edward Clearon,	"	75.00
Asa Thompson,	"	73.89
Joseph Lakin,	"	60.00
Edwin Thompson,	"	50.34
T. L. Waterman,	"	47.32
Daniel Banks,	"	36.00
William Dwyer,	"	24.00
N. P. Hatch,	"	13.26
J. P. Hatch,	"	12.45
Henry O'Neal,	"	9.25
Patrick Fayhe,	"	9.00
Joseph Sanborn,	"	7.00
J. Morissey,	"	6.00
Owen Morse,	"	5.00
Patrick Devens,	"	4.50
Michael McGuire,	"	3.00
Patrick Doherty,	"	2.50
Maurice Conley,	"	2.00
William McCarty,	"	2.00
Hugh Curley,	"	1.50
John McCarty,	"	1.50
Cornelius Daley,	"	1.50
Michael Norton,	"	1.50
Patrick King,	"	1.00
P. Mead,	"	50
James Casey,	" with teams,	150.00
S. M. Cofran,	" "	7.00
Robert Ross,	" "	21.00
Amount carried forward,		$5,909.70

Amount brought forward,		$5,909.70
A. W. Chamberlin,	labor with teams,	2.00
Samuel Holt & Son,	" "	4.83
Barney Conley,	" "	19.50
E. Hutchinson,	" on sidewalks,	133.09
S. P. Clark,	" "	2.63
Spencer & Pollard,	" and stock,	55.31
Gore, Rose & Co.,	paving,	401.40
George W. Russell,	paving-stones,	77.70
S. M. Cofran,	"	35.75
Larkin Holt,	"	5.00
Hancock Bridge,	"	5.63
Robert Ross,	"	126.00
A. C. Sanborn & Co.,	stones,	111.39
Taylor & Pollard,	"	23.78
E. T. Hastings,	gravel,	440.54
Walter Welch,	"	29.00
S. M. Cofran,	" and carting,	600.00
James Galvin,	marsh-mud,	178.67
John Powers,	"	28.00
Patrick Moore,	"	10.00
Calvin Dimick,	bricks (for cess-pools,)	37.50
Edmund Train,	powder,	11.00
G. G. Newhall,	"	10.00
J. A. Holmes & Co.,	oil, salt, and soap,	26.57
Burrage & Gale,	lumber,	115.72
Emery Willard,	"	5.70
D. U. Chamberlin & Co.,	nails, spikes, &c.,	12.02
T. Hastings & Co.,	" "	19.78
Cambridge Stage Co.,	rent of stables,	25.00
William Saunders,	doctoring horses,	28.50
Samuel Palmer,	horse-keeping,	100.00
John Gooch,	"	6.00
Leverett Swan,	hay,	30.28
B. S. Freeman,	"	15.73
Augustus Stone,	"	10.93
Amos Carter,	"	20.26
Amount carried forward,		$8,674.91

Amount brought forward,	$8,674.91	
J. A. Holmes & Co., hay,	29.39	
Levi Miles, "	23.93	
M. H. Foster, "	16.63	
J. A. Holmes & Co., straw,	13.83	
John Carter, "	15.60	
Charles Miles, "	12.00	
Hervey Davis, grain and meal,	638.98	
Daniel Tillottson, oats,	129.00	
Michael Norton, watering-trough,	1.00	
Parker & White, tools,	67.67	
Wood & Hall, "	33.00	
A. S. & D. I. Morse, hinges and screws,	2.64	
Enoch Munroe, repairing carts, tools, &c.,	8.03	
A. D. Hurd, " "	22.62	
B. Pierce, " "	18.09	
D. Emerson, " "	7.25	
B. Hancock, " harnesses,	20.89	
Jonathan R. Dow, iron-work,	144.32	
Stephen Day, "	66.08	
P. Nutting & Co., "	41.61	
A. J. Jones, "	7.37	
R. Henderson, "	1.07	
		$9,995.91
Appropriation,	$10,000.00	
Amount of expenses,	9,995.91	
Balance unexpended,	$4.09	

For Repairs of Bridges.

CAMBRIDGE GREAT BRIDGE.

Pettingill & Wheeler, repairs,	3.75
M. & J. Ricker, "	4.37
Cutler & Crossman, lumber,	99.01
Emery Willard, "	28.88
T. Hastings & Co., nails,	3.00
Emery Willard, buoy,	22.50
Plummer & Wentworth, labor,	26.50
Amount carried forward,	$188.01

Amount brought forward,	$188.01	
E. & S. W. Burpee, labor, with team,	2.00	
Emery Willard, hoisting draw,	90.75	
		$280.76

BRIGHTON BRIDGE.

Cutler & Crossman, lumber,	7.38	
Burrage & Gale, "	37.77	
Emery Willard, "	15.66	
T. Hastings & Co., nails,	4.75	
W. Wentworth, labor,	31.40	
Stickney & Fitz, hoisting draw,	6.48	
George W. Fitz, "	105.48	
		$208.92

COURT STREET BRIDGE.

Burrage & Gale, lumber,	34.33	
B. Pierce, labor,	2.39	
William Loughrey, hoisting draw,	23.60	
		$60.32

HARVARD STREET BRIDGE.

Burrage & Gale, lumber,	16.59	$16.59

PRISON POINT BRIDGE.

Oliver Hastings, lumber,	341.44	
J. Hall & Sons, "	188.12	
W. A. Palmer, "	119.82	
M. Warren & Co., "	78.28	
Charles Heath, "	16.29	
Plummer & Wentworth, piles,	6.80	
Samuel C. Hunt, "	47.55	
T. Hastings & Co., spikes,	15.20	
Charles Smith, "	17.75	
Edmund Train, "	4.04	
Taylor & Pollard, stones,	117.02	
Joel Robinson, iron-work,	67.33	
Plummer & Wentworth, labor and stock,	539.10	
B. Bixby & Co., " "	101.50	
Amounts carried forward,	$1,660.24	$566.59

Amounts brought forward,		$1,660.24	$566.59
Amos Quimby,	labor and stock,	94.00	
W. Wentworth,	"	6.92	
Wesley Ware,	"	3.50	
J. McManamin,	"	50.00	
P. Hannan,	"	43.00	
John Hannan,	"	38.50	
Owen Moran,	"	46.00	
William Derry,	"	50.00	
B. Dempsey,	"	74.00	
Michael Kelly,	"	19.00	
Patrick Kelly,	"	6.00	
Edward Clearon,	"	13.50	
G. W. Fifield, watering bridge,		30.00	
City of Charlestown, half rent of land, 4½ years,		56.25	
Mellen & Richards, half exp. of moving house,		19.50	
W. B. Onthank, hoisting draw, (15 mo.)		56.25	
			2,266.66
			$2,833.25
Appropriation,	$1,500.00		
Additional do.,	1,337.50		
		$2,837.50	
Amount of expenses,		2,833.25	
Balance unexpended,		$4.25	

For Reservoirs and Drains.

James Thwing, reservoir tops,		$19.95
Enoch Munroe,	" "	2.72
A. D. Hurd,	" "	8.00
James Thwing, cesspool tops,		15.00
Burrage & Gale, lumber,		88.32
W. Pope & Sons,	"	185.70
J. Hall & Sons,	"	72.49
Hancock Bridge,	"	12.00
Oliver Hastings,	"	21.78
D. Osborn, sawing lumber,		6.79
Amount carried forward,		$432.75

Amount brought forward,			$432.75
T. Hastings & Co.,	nails and spikes,		14.59
Nutting & Mason,	"	"	7.35
Taylor & Pollard,	stones,		247.26
A. C. Sanborn & Co.,	"		84.80
Calvin Dimick,	bricks,		1,665.94
P. Hubbell,	"		9.00
Francis Wells,	cement,		386.70
A. Houghton & Co.,	"		64.50
Samuel Holt & Son,	sand,		7.50
D. Osborn,	"		2.00
Edmund Train,	powder,		10.00
Stephen Day,	iron-work,		13.00
John Murphy,	"		1.26
G. H. Thwing,	"		1.00
W. A. Pierpont,	castings,		22.00
Simon P. Clark,	labor,		59.16
E. Hutchinson,	"		25.00
Spencer & Pollard,	"	with men,	1,266.81
Andrew Jones,	"	"	701.74
Sundry workmen,	"	at ledge,	659.96
Hackett & Quinn,	"		201.84
Jeremiah Cronan,	"		45.50
Richards, Munn & Co.,	"		10.00
James Lang,	"		8.58
Francis Hunt,	"		3.50
Ozias Clark,	"	and stock,	7.87
Henry Noyes,	"	"	21.54
E. & S. W. Burpee,	"	with teams,	149.13
Walter Hackett,	"	"	7.00
John Powers,	"	with scow,	21.50
			$6,158.78

Appropriation,	$6,000.00	
Additional do.,	160.00	
		$6,160.00
Amount of expenses,		6,158.78
Balance unexpended,		$1.22

For Police and Watch.

Joseph Sanderson,	watching	and	police	duty, $497.00
Almond Lawrence,	"	"	"	427.00
Hiram Welch,	"	"	"	108.61
R. Litchfield, Jr.,	"	"	"	112.50
John Bryant,	"	"	"	402.00
Joseph G. Cannell,	"	"	"	398.50
William Loughrey,	"	"	"	397.00
James B. Rice,	"	"	"	384.00
James C. Nute,	"	"	"	384.00
James J. Gibson,	"	"	"	313.00
John Nichols,	"	"	"	305.50
Oliver Hapgood,	"	"	"	119.00
William B. Child,	"			71.00
A. P. Rollins,	"			10.00
Patrick Brien,	"			10.00
S. Dunnels,	"			7.00
H. C. Gale,	"			5.00
A. B. Parsons,	"			3.00
George Black,	"			2.00
J. Sanderson,	paid for watching,			11.50
Joseph Porter,	rent of watchhouse,			52.00
Charles Wood,	"	"		25.00
George Fisher,	"	"		20.00
A. Lawrence,	repairs of	"		2.00
J. Sanderson,	"	"		.75
R. R. & E. A. Donnell,	stove for watchhouse,			5.67
J. L. Bailey,	repairing watchhouse,			1.69
J. C. Nute,	straw beds,			1.30
A. Lawrence,	watch-hook,			.75
J. Sanderson,	books,			1.00
John Bryant,	oil,			3.81
J. Sanderson,	"			.35
C. Wood & Co.,	oil,			2.24
J. Sanderson,	coal,			5.25
John Bryant,	"			1.00
J. Sanderson,	pail,			.22
				$4,090.64

Appropriation,	$4,000.00	
Additional do.,	100.00	
		$4,100.00
Amount of expenses,		4,090.64
Balance unexpended,		$9.36

For the Fire Department.

ENGINEERS.

Simon P. Clark, Chief Engineer, (9 mos.)	150.00	
George B. Eaton, Ass't "	25.00	
M. L. Smith, " "	25.00	
Ozias Clark, " "	22.91	
I. S. Hawes, " "	15.48	
		238.39

ENGINE COMPANY, NO. 1.

Shelton & Cheever, repairs,	1.63	
A. J. Jones, "	10.42	
J. N. Marshall, oil,	.62	
		12.67

ENGINE COMPANY, NO. 2.

Company's bill, services,	1,007.37	
Shelton & Cheever, repairs and hose,	277.21	
Belcher Hancock, " and oil,	36.46	
George Hovey, "	112.37	
W. H. Martin, "	4.50	
B. Richardson, painting,	18.50	
James Boardman, glazing,	1.75	
Spencer & Pollard, boiler,	4.00	
Eaton & Haley, iron and tin ware,	11.37	
Jesse Haley, " "	12.52	
Company's bill, furniture,	2.00	
Nutting & Mason, tools,	2.25	
Wm. A. Mason, rent of room and repairs,	66.00	
Luke Brooks, " "	55.00	
Wm. Hall & Co., keys and repairing locks,	7.30	
Melvin & Young, plan of Engine-house,	50.00	
Rufus Lamson, labor and stock, "	1,248.21	
Amounts carried forward,	$2,916.81	$251.06

Amounts brought forward,	$2,916.81	$251.06
Simon P. Clark, labor and stock, Engine-house,	976.36	
Spencer & Pollard, " " "	13.80	
J. Wetherbee & Co., engraving letters,	18.27	
James Boardman, gilding "	7.75	
		3,932.99

ENGINE COMPANY, NO. 3.

Company's bill, services,	955.00	
Shelton & Cheever, repairs and hose,	468.27	
Hunneman & Co., "	13.75	
Ozias Clark, "	12.41	
Henry Noyes, "	2.00	
Joel Robinson, "	25.37	
Company's bill, "	64.29	
J. Hall & Sons, lumber,	3.03	
T. Hastings & Co., nails,	.80	
E. Slocomb, jr., laying cellar floor,	10.00	
E. Collins, " lead pipes,	19.00	
J. L. Bailey, pump and "	17.03	
E. A. G. Roulstone, signal lantern,	15.00	
		1,605.95

ENGINE COMPANY, NO. 4.

Company's bill, services,	716.25	
E. F. Hadley, care of engine,	6.00	
Shelton & Cheever, repairs and hose,	207.67	
Hunneman & Co., "	69.65	
George Hovey, "	14.13	
M. & J. Ricker, "	25.13	
J. C. Thurston, "	4.00	
B. Hancock, " and oil,	26.62	
H. A. Hancock, furniture,	16.75	
J. C. Thurston, "	7.27	
Samuel James, oil and can,	6.90	
D. U. Chamberlin & Co., oil and hardware,	15.26	
Eaton & Haley, iron and tin ware,	1.47	
Jesse Haley, " "	42	
Amounts carried forward,	$1,117.52	$5,790.00

Amounts brought forward,	$1,117.52	$5,790.00
W. J. Sheldon, repairing keys, &c.,	4.75	
J. D. Pearson, books and stationery,	4.37	
		1,126.64

ENGINE COMPANY, NO. 6.

Company's bill, services,	1,013.78	
Shelton & Cheever, repairs and hose,	134.06	
Christopher Morris, " and oil,	30.68	
George Hovey, "	40.50	
William H. Martin, "	5.37	
George L. Cade, "	7.00	
Hunneman & Co., "	56.50	
B. Richardson, painting,	15.00	
James Boardman, glazing,	.83	
Eaton & Haley, iron and tin ware,	14.12	
Aqueduct Company, water,	10.00	
Company's bill, truckage,	2.00	
		1,329.84

HUNNEMAN ENGINE COMPANY.

Company's bill, services,	64.00	64.00

HOOK AND LADDER COMPANY.

Company's bill, services,	579.34	
George Hovey, repairs,	7.00	
Wm. H. Martin, "	3.00	
E. G. Townsend, "	6.30	
Company's bill, "	5.00	
Christopher Morris, badges,	8.40	
Spencer & Pollard, boiler,	3.75	
Eaton & Haley, iron and tin ware,	3.88	
Jesse Haley, " "	12.51	
Nutting & Mason, tools,	4.00	
Luke Brooks, rent of room,	30.00	
Lysander Kemp, moving furniture,	2.00	
		665.18

REFRESHMENTS AT SUNDRY FIRES.

Engine Company, No. 2,	18.00	
" " " 3,	150.00	
Amount carried forward,	$168.00	$8,975.66

Amounts carried forward,	$168.00	$8,975.66
Engine Company, No. 4,	24.00	
" " " 6,	42.00	
Hunneman Engine Company,	24.00	
Washington " " (Medford,)	7.00	
J. N. Marshall,	2.57	
		267.57

MISCELLANEOUS.

Boston Belting Co., hose and couplings,	158.75	
Shelton & Cheever, repairs,	4.75	
William Hall & Co., keys,	15.60	
B. Richardson, buckets,	6.50	
Benjamin J. Hoyt, ringing bells,	10.50	
Amos Munroe, "	3.50	
Burrage & Gale, hauling engines,	2.00	
M. L. Smith & Co., "	5.00	
C. W. Kimball, "	8.00	
D. Osborn, "	2.50	
E. & S. W. Burpee, "	3.00	
C. A. Kimball, use of team,	5.00	
Peter Brigham, "	3.00	
Parks & Hooker, labor,	3.50	
George W. Fifield, filling reservoir,	8.20	
William Hunnewell, "	11.49	
Prop's Cambridge Chronicle, printing,	5.00	256.29
		$9,499.52
Appropriation,	9,500.00	
Amount of expenses,	9,499.52	
Balance unexpended,	.48	

For New Engine House.

M. & J. Ricker, land,	$1,100.00	
M. & J. Ricker, labor and stock,	1,980.98	
Melvin & Young, plan of house,	50.00	
		$3,130.98
Appropriation,	$3,000.00	
Amount of expenses,	3,130.98	
Overdrawn,	$130.98	

For Poll Taxes to Engine-men.

Engineers, 2 persons,		$3.00	
Engine Co. No. Three, 23 persons,		34.50	
			$37.50
Appropriation,		$150.00	
Amount of expenses,	$37.50		
Transferred,	112.50		
		150.00	

For Bell-Ringing.

Joseph Brackett, Ward 1,		$50.00	
John Pear, " 2,		45.00	
Samuel Dunnels, " 3,		45.00	
			$140.00
Appropriation,		$150.00	
Amount of expenses,	$140.00		
Transferred,	10.00		
		150.00	

For Burial-Grounds.

Joseph Brackett, care of ground, Ward 1,		$25.00	
Daniel Stone, " " " 2,		50.00	
Joseph Brackett, certifying deaths,		2.90	
Daniel Stone, " "		14.00	
James Casey, " "		11.20	
Benjamin J. Hoyt, " "		.40	
A. P. Rollins, biers,		10.00	
J. H. & J. P. Thayer, painting posts, &c.,		56.14	
			169.64
Appropriation,		$200.00	
Amount of expenses,		169.64	
Balance unexpended,		$30.36	

For Fuel for the City.

A. Houghton & Co., coal, wood and bark,		$852.51	
M. L. Smith & Co., " " "		770.02	
Wm. T. Richardson, " " "		57.43	
John Gooch, " " "		49.61	
			1,729.57

The Fuel was distributed as follows :—

To the Almshouse,		$379.55	
To Paupers out of the Almshouse,		363.91	743.46
To the High School House,		109.54	
To the School Houses in Ward 1,		232.65	
To the School Houses in Ward 2,		383.66	
To the School Houses in Ward 3,		222.45	948.30
To the City Hall,		28.25	28.25
To Watchhouses,		9.56	9.56
			$1,729.57
Appropriation,		$2,000.00	
Amount of expenses,	$1,729.57		
Transferred,	200.00		
		1,929.57	
Balance unexpended,		$70.43	

For Interest and Bank Discounts.

Lowell Institution for savings,		$2,427.50	
E. N. Holbrook,		575.00	
Cambridge Bank,		481.75	
D. McFarland,		455.00	
R. C. Hooper, Trustee,		360.00	
Estate of David Hill,		300.00	
Plymouth Savings Bank,		300.00	
Edward Johnson,		240.00	
Phillips Academy,		120.00	
Isaac & Henry Frost,		120.00	
Samuel Slocomb, Executor,		120.00	
Philip Nutting,		111.66	
Richard H. Dana,		110.00	
J. M. Lassell,		48.00	
H. H. Stimpson,		42.57	
J. N. Marshall,		38.03	
M. & J. Ricker,		6.75	
			$5,856.26
Appropriation,		$6,000.00	
Amount of expenses,	$5,856.26		
Transferred,	50.00		
		5,906.26	
Balance unexpended,		$93.74	

For Payment of City Debt.

Lowell Institution for Savings,	$7,000.00	
		$7,000.00
Appropriation,	$7,000.00	
Amount of expenses,	7,000.00	

For Salaries of City Officers.

Sidney Willard, Mayor, 3 mos.,	$200.00	
George Stevens, " 9 mos.,	600.00	
Lucius R. Paige, City Clerk,	700.00	
Eben M. Dunbar, Clerk Common Council,	100.00	
Samuel Slocomb, City Treasurer & Collector,	675.00	
Board of Assessors,	600.00	
Roland Litchfield, Jr., City Messenger,	300.00	
		$3,175.00
Appropriation,	$3,100.00	
Additional do.,	75.00	
	$3,175.00	
Amount of expenses,	3,175.00	

For Incidental Expenses.

Harvard College, land to widen street,	$200.00
S. Chamberlin, damage on "	400.00
Daniel Murphy, watering "	400.00
Robert Ross, " "	250.00
J. Burdakin, " "	140.00
L. L. Parker, " "	60.00
J. & S. W. Dudley, ventilators, (City Hall,)	29.48
J. Boardman, glazing, "	4.50
Bruce, Gregory & Co., furniture, "	8.16
H. A. Hancock, " "	1.63
Edward Hyde, " "	3.37
Goodrich & Mallary, " "	1.44
E. T. Milliken & Co., oil, "	3.25
Charles Wood & Co., " "	64.63
J. R. Ingalls, repairing pump, "	7.00
Cambridge Lyceum, care of Ward Room,	18.00
Amount carried forward,	$1,591.46

Amount brought forward,	$1,591.46
Hiram Welch, care of Ward Room,	8.03
George W. White, " old Almshouse,	40.00
B. W. Gibbs, care of City Clock,	16.67
John Pear, " "	8.33
Buttrick & Marrett, legal services,	242.25
Abraham Edwards, "	2.00
Benjamin W. Whitney, "	15.00
Joseph Porter, paid for "	2.00
Lucius R. Paige, recording births, deaths, &c., and cash paid for taking census of births,	149.80
Caleb Hayden, abstract of deeds,	30.00
Caleb Hayden, recording "	10.00
Elbridge Smith, books, (High School,)	75.00
E. Dresser & Co., "	2.50
J. M. Usher, "	1.12
Jos. Whitney, "	1.75
J. D. Pearson, " and stationery,	7.25
Bruce, Gregory & Co., "	.50
Hiram Welch, "	1.17
Wm. Hunnewell, "	2.97
B. Loring & Co., "	1.75
Nathan Fiske, postage,	6.55
Henry Thayer, "	3.78
E. C. Kinsley, "	6.72
Prop's Cambridge Chronicle, printing,	386.00
Metcalf & Co., "	66.50
William A. Mason, surveys and plans,	374.00
Joseph Whitney, " "	25.00
Melvin & Young, "	50.00
Smith & Kenney, rent of armory,	100.00
Cambridge City Guards, military bounty,	233.50
Lyman Willard, collation for escort, 1850,	88.93
Sleeper & Rogers, advertising, "	25.69
Boston Atlas, " "	27.60
Nathan Hale, " "	6.56
Amount carried forward,	$3,610.38

Amount brought forward,	$3,610.38
Beals & Greene, advertising, 1850,	6.50
Edward Hyde, cartridge-flannel, 1850,	3.31
J. S. Orne, ringing bells July 4th,	7.50
S. Dunnels, " " "	2.00
Whiton, Train & Co., bell-rope,	5.28
B. Pierce, repairing bell-wheel,	3.75
Munroe & Evans, " hay-scales,	9.75
G. H. Thwing, " "	2.07
P. Nutting & Co., " "	3.00
J. A. Holmes & Co., " "	.50
J. H. & J. P. Thayer, painting "	6.00
J. H. & J. P. Thayer, " signs,	10.57
Town of Somerville, taxes,	42.70
Samuel Slocomb, travelling expenses, &c.,	7.05
Joseph Sanderson, distributing notices,	11.50
John Bryant, " "	29.00
John Nichols, " "	33.00
J. G. Cannell, " "	23.75
R. Litchfield, Jr., " "	6.00
Wm. Loughrey, " "	6.00
Hiram Welch, " "	19.40
James B. Rice, " "	3.60
James C. Nute, " "	3.60
S. C. Knights, sale at auction,	18.44
Joseph Brackett, labor,	1.00
C. A. Kimball, use of horse,	1.00
J. B. Kent, truckage,	.31
John Nichols, committing convicts,	3.45
B. F. Wyeth, removing lunatic,	6.60
J. G. Cannell, " paupers,	1.50
Hiram Welch, " snow,	2.00
Emery Willard, " stones,	6.75
Hiram Welch, " nuisances,	9.75
A. Lawrence, " "	4.50
P. Quinn, " "	2.50
W. Loughrey, " "	2.00
Philip J. Blinn, " night-soil,	21.00
Amount carried forward,	$3,937.01

Amount brought forward,		$3,937.01

EXPENSES ON ACCOUNT OF INFECTIOUS DISEASES.

George W. White, care of hospital, board of nurses, supplies, &c.,	$265.00	
Moses Clarke, medical services,	150.00	
W. W. Wellington, " "	38.00	
Alden & Webber, " "	18.00	
		$471.00
		$4,408 01

Appropriation,	$3,200.00	
Additional do.,	1,200.00	
		$4,400.00
Amount of expenses,	$4,408.01	
Transferred,	100.00	
		4,508.01
Overdrawn,		$108.01

RECAPITULATION OF EXPENDITURES FOR THE YEAR ENDING MARCH 1, 1852.

	Original Appropriations.	Added or Subtracted.	Appropriations as altered.	Amount of Expenditures.	Balances unexpended.	Amounts overdrawn.
Instruction of Public Schools,	$22,500 00	— $100 00	$22,400 00	$22,358 56	$41 44	
Care, &c., of School Houses,	2,000 00	+ 150 00	2,150 00	2,140 54	9 46	
Repairs of School Houses,	1,200 00	— 450 00	750 00	744 84	5 16	
New School House,	17,500 00		17,500 00	12,832 00	4,668 00	
Removal, &c., of School House,	4,100 00		4,100 00	4,177 84		$77 84
Alms House,	7,500 00	+ 1,000 00	8,500 00	8,498 48	1 52	
New Alms House,	3,000 00	+ 3,000 00	6,000 00	5,979 00	21 00	
Repairs of Roads and Sidewalks,	10,000 00		10,000 00	9,995 91	4 09	
Repairs of Bridges,	1,500 00	+ 1,337 50	2,837 50	2,833 25	4 25	
Reservoirs and Drains,	6,000 00	+ 160 00	6,160 00	6,158 78	1 22	
Police and Watch,	4,000 00	+ 100 00	4,100 00	4,090 64	9 36	
Poll Taxes to Engine-men,	150 00	— 112 50	37 50	37 50		
Fire Department,	9,500 00		9,500 00	9,499 52	48	
New Engine House,	3,000 00		3,000 00	3,130 98		130 98
Bell Ringing,	150 00	— 10 00	140 00	140 00		
Burial Grounds,	200 00		200 00	169 64	30 36	
Fuel for the City,	2,000 00	— 200 00	1,800 00	1,729 57	70 43	
Interest and Bank Discounts,	6,000 00	— 50 00	5,950 00	5,856 26	93 74	
Payment of City Debt,	7,000 00		7,000 00	7,000 00		
Salaries of City Officers,	3,100 00	+ 75 00	3,175 00	3,175 00		
Incidental Expenses,	3,200 00	+ 1,100 00	4,300 00	4,408 01		108 01
Amount of Appropriations,	$113,600 00		$119,600 00	$114,956 32	$4,960 51	$316 83
Amount of Expenditures,			114,956 32		316 83	
Balance unexpended,			$4,643 68		$4,643 68	

DR. CITY OF CAMBRIDGE IN ACCOUNT WITH SAMUEL SLOCOMB, TREASURER. CR.

From March, 1851, to March, 1852.	To Cash paid sundry orders drawn by Mayor,	$110,672 32	From March, 1851, to March, 1852.	By Balance from last year,	$3,928 23
	" " " notes Cambridge Bank,	25,000 00		Cash ree'd of I. S. Hawes, (hay weighing,)	11 31
	" " " Treasurer,	401 61		" " S. S. Green, " "	94 67
	" " " County Tax,	10,608 67		" " A. Willard, " "	105 14
	" " in Treasurer's hands,	1,708 65		" " I. C. Holmes, " "	59 96
				" " J. S. Ladd, (breach of City Ordinanees,)	122 24
				" " A. Edwards, " "	64 95
				" " C. J. Adams, " "	11 00
				" " B. W. Whitney, " "	29 03
				" " R. Litchfield, Jr.. (use of City Hall,)	59 75
				" " George Stevens, (use of Ward Room,)	10 00
				" " New England Glass Co., (old building,)	50 00
				" " Estate of Luther Brooks, (drain,)	12 00
				" " Town of West Cambridge,	15 21
				" " " Brighton,	35 65
				" " Little & Brown, (land,)	4,000 00
				" " Thomas Stearns, "	1,887 13
				" " C. A. Kimball, "	591 19
				" " W. C. Reed, (gravel,)	4 00
				" " J. M. Aiken, (rent of barn,)	36 00
				" " State, Pauper, aecount,	1,332 76
				" " " Ship Fever, "	14 00
				" " " School Fund,	651 24
				" " L. R. Paige, (Dog tax,)	270 00
				" " R. Lamson, (stone,)	4 00
				" " Little & Brown, (interest,)	600 00
				" " Lowell Institution for Savings, (interest,)	54 64
				" " " " " (Loan,)	20,000 00
				" " Treasurer, (Loan,)	401 61
				" " Cambridge Bank, "	25,000 00
				" " Leonard Osborn, "	1,800 00
				" " Bethiah Wentworth, "	1,000 00
				" " Charles Johnson, "	1,200 00
				" " Daniel Ellis, "	4,100 00
				" " Drain Taxes,	3,940 70
				" " Taxes 1848,	212 12
				" " " 1849,	131 25
				" " " 1850,	700 77
				" " " 1851,	75, 850 70
		$148,391 25			$148,391 25
March 1.	Order drawn and not paid, $265 00				

SAMUEL SLOCOMB, *Treasurer.*

AMOUNT OF CITY DEBT, MARCH 1, 1852.

DATE.	RATE OF INTEREST.	TO WHOM PAYABLE.	WHEN PAYABLE.	AMOUNT.	INTEREST PAID TO
October 25, 1847,	6	Philip Nutting,	On Demand,	$1,861 27	October 25, 1851.
February 24, 1848,	5 3-4	Lowell Institution for Savings,	February 24, 1854,	5,000 00	February 24, 1852.
" "	5 3-4	" " "	" " 1855,	5,000 00	" "
" "	5 3-4	" " "	" " 1856,	5,000 00	" "
" "	5 3-4	" " "	" " 1857,	5,000 00	" "
" "	5 3-4	" " "	" " 1858,	5,000 00	" "
July 18, 1849,	6	J. M. Lassell,	July 18, 1859,	800 00	July 18, 1851.
July 29, 1848,	6	H. L. Stone, Trustee,	July 29, 1858,	2,000 00	July 29, 1851.
May 29, 1849,	6	Edward Johnson,	May 29, 1859,	4,000 00	November 29, 1851.
May 30, 1849,	6	Phillip's Academy, Exeter,	May 30, 1859,	2,000 00	November 30, 1851.
June 1, 1849,	6	R. C. Hooper,	June 1, 1854,	6,000 00	December 1, 1851.
June 9, 1849,	6	Daniel McFarland,	June 9, 1859,	3,000 00	December 9, 1851.
November 2, 1850,	5 1-2	" "	November 2, 1865,	3,000 00	November 2, 1851.
February 12, 1851,	5 1-2	" "	February 12, 1866,	2,000 00	February 12, 1852.
August 8, 1849,	6	Estate of David Hill,	August 8, 1859,	5,000 00	February 8, 1852.
August 7, 1849,	6	I. & H. Frost,	August 7, 1852,	2,000 00	August 7, 1851.
August 8, 1849,	6	Plymouth Savings Bank,	August 8, 1859,	5,000 00	February 8, 1852.
September 5, 1850,	5 3-4	E. N. Holbrook,	September 5, 1862,	10,000 00	September 5, 1851.
October 12, 1850,	5 1-2	R. H. Dana,	October 12, 1862,	2,000 00	October 12, 1851.
November 6, 1850,	5 1-2	Lowell Institution for Savings,	November 6, 1870,	3,000 00	November 6, 1851.
June 23, 1851,	5 1-2	" " "	January 23, 1871,	8,000 00	January 23, 1852,
August 30, 1851,	6	Leonard Osborn,	August 30, 1852,	1,800 00	
September 30, 1851,	6	B. Wentworth,	September 30, 1862,	1,000 00	
October 2, 1851,	6	Charles Johnson,	October 2, 1854,	1,200 00	
October 15, 1851,	6	Daniel Ellis,	October 15, 1856,	2,000 00	
December 1, 1851,	6	" "	December 1, 1856,	2,100 00	
December 16, 1851,	6	Lowell Institution for Savings,	December 16, 1860,	20,000 00	
June 18, 1851,	6	H. H. Stimpson,	October 18, 1852,	1,419 00	December 18, 1851.
June 18, 1851,	6	G. B. Holmes,		1,800 00	
June 20, 1851,	6	Nancy Nash,	On Demand,	800 00	
				$116,780 27	

Schedule of Debts due the City of Cambridge, on the 1st of March, 1852.

Little & Brown, notes,	$20,000.00	
C. A. Kimball, "	1,182.38	
Town of Lexington,	39.84	
" West Cambridge,	31.11	
" Brighton,	30.42	
		21,283.75
A. W. Bruce, tax, 1840,	$92.24	
A. W. Bruce, " 1841,	339.11	
		$431.35
Samuel Slocomb, tax, 1849,	$281.21	
" " " 1850,	196.71	
" " " 1851,	1400.00	
		$1,877.92
Due from drains,		$4,404.84
		$27,997.86

REPORT

Concerning the Real and Personal Property of the City.

The Sub-Committee, who were charged with the duty of examining the personal property of the Almshouse establishment, and of reporting a schedule of all the property, real and personal, belonging to the City, with its value, have attended to the duty assigned them, and report the following schedule :—

Personal Property connected with the Almshouse Establishment, according to an Inventory taken by the Overseers of the Poor, March 1, 1852.

Furniture, bedding, &c.,	$1757.41
Medicine and Hospital furniture,	50.00
Cloth and Clothing,	566.60
Stores and provisions,	335.20
School books and school-room furniture,	20.00
Farming utensils and other tools,	226.50
Carpenter's stock and tools,	190.00
Ledge and blacksmith's tools,	151.00
Seines and nets,	60.00
Three horses,	300.00
Cows, pigs, and poultry,	185.00
Wagons, carts, sleds, and harnesses,	321.00
Hay and manure,	342.00
Three thousand tons cracked stone,	900.00
Covering stone,	200.00
Debts due the Almshouse,	371.74
Cash on hand,	149.21
	$6,125.66

Real and Personal Property of the City.

The public commons.	
Burial Ground, Ward I.	
" " " II.	
Winthrop Square.	
Gerry's Landing and passage-way.	
Almshouse,	$35,000.00
City farm,	12,500.00
City Hall and land,	6,000.00
Lots on Essex street, viz., No. 8, 9, 10, 12,	6,000.00
Two lots on North Avenue,	2,000.00
Four School-houses in Ward I.,	27,000.00
Nine " " II.,	36,000.00
Four " " III.,	30,000.00
Pound and lot,	1,000.00
Five hay-scales,	650.00
Eleven horses,	1,250.00
Six carts,	350.00
One large wagon,	100.00
Four sleds,	100.00
Twelve harnesses,	150.00
Two ploughs,	25.00
Utensils for road work,	100.00
Cracked stone,	900.00
Paving stones,	60.00
Library and apparatus for High School,	2,600.00
	$161,785.00

Real and Personal Property connected with the Fire Department, according to an Estimate made by the Chief Engineer, March 1, 1852.

Engine, No. 1, and apparatus,	$800.00
" " 2, "	800.00
" " 3, "	800.00
" " 4, "	800.00
" " 5, "	100.00
" " 6, "	1,000.00
Hooks and Ladders, and apparatus,	250.00
House and land, No. 1,	800.00
" " " 2,	3,200.00
" " " 3,	2,000.00
" " " 4, including watchhouse,	3,000.00
House, No. 6,	500.00
House and land, Fourth street, Ward III.,	800.00
	$14,850.00

RECAPITULATION.

Personal Property of the Almshouse,	$6,125.66
Real and Personal Property of the City,	161,785.00
Property of the Fire Department,	14,850.00
	$182,760.66

All of which is respectfully submitted.

JONAS WYETH,
JOHN S. LADD,
JAMES ATWOOD.

Cambridge, March 1, 1852.

In Committee on Finance, March 22*d*, 1852.

Accepted.

Attest: THOS. P. AYER, *Clerk.*

REPORT

OF THE

OVERSEERS OF THE POOR,

FOR THE

FINANCIAL YEAR ENDING MARCH 1, 1852.

The Overseers of the Poor of the City of Cambridge, at the close of the year for which they were elected, respectfully submit the following

REPORT:

The average number of paupers in the Almshouse during the last year, was one hundred and eight; four more than the year preceding.

The following schedule shows the amount of the appropriation by the City Council for the support of the establishment; the expenditures of the same; and the earnings, as nearly as they can be ascertained:—

The appropriation made for this purpose at the beginning of the Municipal year, was	$7,500.00
Additional appropriation,	1,000.00
	$8,500.00

of which five thousand and five hundred dollars was for the current expenses of supporting the paupers in the Almshouse, and the balance was for extraordinary expenses, in fitting, finishing and furnishing the new house; in removing, repairing and building out-buildings, fences, &c.

Amount carried forward,	$8,500.00

Amount brought forward,		$8,500.00
Paid for support of paupers out of the Almshouse, as follows :—		
State Lunatic Hospital,	$57.86	
City of Boston,	30.77	
Middlesex House of Correction,	7.26	
Conveying G. W. Peirce (insane) to Worcester,	10.00	
Assistance rendered Mrs. Fillebrown,	15.36	
" " Betsy Narn,	4.40	
Sundry bills for fuel delivered by order, to poor families out of the Almshouse,	153.04	
		$278.69
		$8,221.31
Paid for removal of buildings from old Almshouse, repairs of same, finishing the interior of the new house, furnishing the same, fences, furniture, &c., as follows :—		
Mellen & Richards, removing buildings,	$175.00	
M. L. Smith & Co., " "	14.00	
S. M. Coffran, " "	21.88	
Samuel Holt, " "	14.00	
J. & S. W. Dudley, carpenters' work,	472.32	
S. Stiles, " "	33.19	
S. Stiles, fence, per contract,	869.57	
D. Osborn, planing, sashes, &c.,	60.34	
E. T. Whitney, doors, sashes, &c.,	69.88	
Burrage & Gale, lumber,	164.76	
Cutler & Crossman, lumber and lime,	85.22	
J. Hall & Sons, "	68.74	
O. Hastings, "	23.00	
J. Wallace, stoning cellars,	20.25	
J. W. Presby, " "	56.00	
Spencer & Pollard, mason work,	84.41	
A. B. Ilsley, " "	11.37	
Henry Noyes, " "	68.55	
W. & W. K. White, moving furnace, &c.,	74.82	
Amounts carried forward,	$2,387.30	$8,221.31

Amounts brought forward,	$2,387.30	$8,221.31
Meader & Remick, teaming,	88.22	
S. M. Cofran, "	10.50	
Whitney & Brackett, furniture,	475.81	
Robert Henderson, iron work,	9.80	
John G. Loring, copper pump, &c.,	19.03	
George E. Harrington, bells,	26.00	
Powder for ledge,	25.00	
Sanders & Blodgett, carpenters' work, 1849,	22.92	
		$3,064.58
		$5,156.73
State pauper bill,	$1870.66	
Articles furnished ship-fever and small-pox patients, for Board of Health,	65.00	
		$1,935.66
		$3,221.07
Add cost of fuel, say		450.00
		$3,671.07

This aggregate, namely, $3,671.07, is all that has been expended in the Almshouse, from the Treasury, for feeding and clothing the paupers, including, also, the salaries of the Warden and Assistants, Matron, and Physician.

Proceeds from Labor, Products of Land, &c., one Year, to March 1, 1852.

Labor in carpenter's shop,	$100.00	
" bakehouse, and shoemaking,	125.00	
Picking hair, &c.,	204.18	
Carting and breaking stone for roads, 3000 tons, at 2s.,	1,000.00	
Quarrying and carting stones for drains,	200.00	
		$1,629.18
Raised 250 bushels potatoes, 75 cts.,	$187.50	
" 50 " onions, 50 cts.,	25.00	
" 270 " carrots, 25 cts.,	67.50	
" 200 " ruta baga, 2s.,	66.66	
Amounts carried forward,	$346.66	$1,629.18

Amounts brought forward,	$346.66	$1,629.18
Raised 100 bushels beets, 37½ cts.,	37.50	
" 200 " turnips, 20 cts.,	40·00	
" 1500 lbs. squashes, 1 1-2 cts.,	22.50	
" 800 " rhubarb, 2 cts.,	16.00	
" 1000 melons,	25.00	
" 30 bbls. apples, 12s.,	60.00	
" 25 bushels early apples, 25 cts.,	6.25	
" 30 bbls. sweet corn, 9s.,	45.00	
" asparagus,	111.85	
" 30 bushels green peas, 75 cts.,	22.50	
" 20 " beans, 4s.,	13.33	
" cucumbers, herbs, &c.,	25.00	
" 30 bushels tomatoes, 75 cts.,	22.50	
" 20 " peaches, 3s.,	10.00	
" 14 " currants,	21.00	
" 450 boxes strawberries, 25 cts.,	112.50	
" 2000 cabbages, 3 cts.,	60.00	
" 18 tons English hay, $15,	270.00	
" 4 " meadow " $7,	28.00	
" 3 " rye straw, $15,	45.00	
" 66 bushels winter rye, 72 cts.,	47.52	
" 3100 lbs. pork, 7 1-2 cts.,	232.50	
" alewives from brook,	315.00	
		$1,935.61
		$3,564.79
Received for strawberries,	$101.25	
" " asparagus,	106.85	
" " currants,	20.49	
" " rhubarb,	16.00	
" " melons,	19.28	
" " rye,	43.20	
" " summer vegetables,	73.75	
" " fish, (alewives)	300.30	
" " apples,	22.95	
" " pork,	50.08	
" " hams,	5.00	
" " bones, &c.,	6.30	
Amounts carried forward,	$765.18	$3,564.79

Amounts brought forward,	$765.18	$3,564.79
Received for lard,	7.40	
" " picking hair,	204.18	
	$976.76	
Consumed and on hand,	2,588.03	
		$3,564.79

Estimated Amount of the Proceeds from Labor and Products of Land on hand, and consumed, as per Invoice, March 1, 1852.

Coffins,	$105.00	
Skewers,	16.00	
Stone,	1,200.00	
Pork, lard and ham,	79.00	
Hay and straw,	92.00	
Vegetables,	108.62	
	$1,600.62	
Consumed,	987.41	
		$2,588.03

Amount of Property belonging to the Almshouse Establishment, as per Appraisal.

March 1, 1852,	$6,225.66
March 1, 1851,	4,940.12
Increase,	$1,285.54

Account Current of the Warden, from March 1, 1851, *to March* 1, 1852.

Receipts,	$1,755.01
Expenditures,	1,605.80
Balance on hand,	$149.21

The account current consists of a great variety of items, chiefly for various small articles for the house, and small charges against the City from other cities, towns, &c.; his accounts are examined and audited monthly by the Overseers.

Accounts due the Almshouse, March 1, 1852.

From George F. Whall,	$10.36
" Cox estate,	100.00
" John Wilder,	100.00
Amount carried forward,	$210.36

Amount brought forward,	$210.36
" City of Boston,	15.00
" " Charlestown,	7.50
" " Salem,	13.00
" Town of Barre,	10.00
" " Scituate,	9.88
" " Stoneham,	7.00
" Cleland & Day,	87.00
" Glidden & Williams,	12.00
	$371.74

Return of the state of the Poor, made to the Secretary of the Commonwealth, as required by law, Nov., 1851.

Number of persons relieved, or supported as paupers in Cambridge, during the year ending Nov. 1, 1851,	522
Number having a legal settlement in the Commonwealth,	80
Number of State paupers, (charged to the State,)	252
Number of foreigners,	235
" " from England and Ireland,	222
" acres of land attached to Almshouse,	33
Estimated value of Almshouse establishment,	$50,000.00
Number relieved in Almshouse,	286
Average number supported in the Almshouse,	103
Average weekly cost of supporting each pauper, about	$1.75
Paupers unable to perform labor Nov. 1, 1851,	104
Estimated value of pauper labor, about	$400.00
Number aided out of the Almshouse,	236
Paupers insane,	5
" idiots,	3
Number made paupers by reason of insanity or idiocy,	8
" " " intemperance, about four-fifths.	
Number came into the Commonwealth within one year,	48
Total nett amount of expense of supporting or relieving paupers one year, including interest on the Almshouse establishment,	$10,000.00

The Overseers have thus endeavored to lay before the community a concise statement of their doings, for the year ending March 1,

1852. The extraordinary expenses of the Almshouse establishment, the last year, have been caused mainly by the purchase of furniture, the construction of fences, and the removal of buildings from the old establishment to the new. These items have absorbed a large portion of the last year's appropriation for the support of the Almshouse; but it is believed by the Overseers that no outlay has been made beyond what was absolutely necessary, to make the establishment convenient and well adapted to the purposes for which it was intended by the City Council.

The unusual amount of sickness that prevailed among the inmates in the early part of the season, greatly deranged the plans of the Overseers and Warden, in their agricultural pursuits. But little, therefore, was accomplished in that department, in comparison to what might have reasonably been expected under more favorable circumstances.

The Overseers feel a pleasure in being able to state, that the affairs of the Almshouse may at this time be considered in a prosperous condition; and should the labor of those to whom its care is committed, be prospered, with the facilities which the farm affords, a decrease of expenditures from the Treasury, for its future support, may be anticipated.

The Overseers, in conjunction with the School Committee, have procured a teacher and organized a school, in one of the large rooms of the main building, for the instruction of the children belonging to the house, which they consider to be a project creditable to the establishment, and one which, they doubt not, will be cordially approved by the community generally.

GEORGE STEVENS,
GEORGE W. FIFIELD,
EDWARD T. WHITNEY,
C. R. METCALF,
} *Committee.*

REPORT

Of Moses Clarke, M. D., Visiting Physician.

To the Board of Overseers of the Poor of the City of Cambridge:—

Gentlemen:—The annexed table, of which the following is a summary, I submit to you as a Report of the cases treated in the Almshouse Hospital, from April 1, 1851, to March 1, 1852:—

Under treatment April 1, 1851,	9
Admitted since,	66
	—75
Recovered,	49
Died,	18
Improved,	2
Remaining under treatment,	6
	—75
Born in Ireland,	42
" England,	4
" British Provinces,	2
" Scotland,	2
" United States,	25
	—75
No. of Births,	8

The diseases terminating fatally were as follows:—

Dysentery,	4
Phthisis,	2
Marasmus,	2
Dropsy,	2
Measles, (sequela of)	2
Disease of heart,	1
Senile Gangrene,	1
Paralysis,	1
Epilepsy,	1
Chronic Diarrhœa,	1
Chronic Dysentery,	1
	—18

Eight cases of ship-fever have been admitted into the Hospital provided for contagious diseases, six of which have recovered; one

case terminated fatally, and one remains under treatment. Two cases of small-pox have been admitted into the same Hospital, both of which recovered.

Soon after the removal of the inmates to the new Almshouse, an epidemic dysentery broke out among them, and a large portion of them suffered from it, many but slightly, while a large number were admitted into the Hospital. A few cases were fatal. During the year, all who had not previously been protected from small-pox, have been vaccinated.

All my efforts to relieve the sick have been promptly seconded by the Warden and his family.

Very respectfully, yours,

MOSES CLARKE.

Cambridge, March 1, 1852.

Record of cases treated in the Almshouse Hospital, from April 1, 1851, *to March* 1, 1852.

No.	Age.	Birth-place.	Disorder.	Result.
1.	61.	Ireland.	Chronic Bronchitis.	Improved.
2.	54.	Connecticut.	Disease of heart.	Died.
3.	75.	England.	Ulcer on the leg.	Recovered.
4.	71.	Massachusetts.	Chr. Diarrhœa.	D'd of Senile Gangrene.
5.	70.	Ireland.	Bronchitis.	Died of Dysentery.
6.	75.	Massachusetts.	Hemiplegia.	Improved.
7.	57.	Vermont.	Cæcal Abscess.	Died of Dysentery.
8.	30.	Ireland.	Childbirth.	Recovered.
9.	19ms.	Massachusetts.	Measles, sequelæ of	Died.
10.	4.	Ireland.	Measles.	Recovered.
11.	1.	Ohio.	Measles.	Recovered.
12.	7ms.	Massachusetts.	Measles.	Recovered.
13.	7ms.	Massachusetts.	Measles, sequelæ of	Died.
14.	54.	Ireland.	Erysipelas.	Recovered.
15.	21.	Massachusetts.	Peritonitis.	Died of Dysentery.
16.	24.	Ireland.	Childbirth.	Recovered.
17.	7.	Massachusetts.	Diarrhœa.	Recovered.
18.	5ms.	Massachusetts.	Bronchitis.	Recovered.
19.	33.	Ireland.	Typhoid Fever.	Recovered.
20.	55.	Ireland.	Intermittent Fever.	Recovered.
21.	21.	Ireland.	Fever.	Recovered.
22.	24.	Ireland.	Typhoid Fever.	Recovered.
23.	84.	Ireland.	Dysentery.	Recovered.
24.	17.	Ireland.	Sprain of ankle.	Recovered.
25.	25.	Ireland.	Dropsy.	Died.
26.	40.	Ireland.	Dysentery.	Recovered.
27.	3.	Massachusetts.	Dysentery.	Died.
28.	4.	Massachusetts.	Dysentery.	Recovered.
29.	23ms.	Massachusetts.	Dysentery.	Recovered.
30.	29.	Ireland.	Dysentery.	Recovered.
31.	26.	Scotland.	Childbirth.	Recovered.
32.	26.	Scotland.	Typhoid Fever.	Recovered.
33.	10.	Ireland.	Typhoid Fever.	Recovered.
34.	6.	Nova Scotia.	Typhoid Fever.	Recovered.
35.	75.	Massachusetts.	Dysentery.	Recovered.
36.	75.	Massachusetts.	Paralysis.	Died.

No.	Age.	Birth-place.	Disorder.	Result.
37.	32.	Ireland.	Phthisis.	Died.
38.	7ms.	Massachusetts.	Convulsions.	Recovered.
39.	40.	Massachusetts.	Epilepsy.	Died.
40.	23.	Ireland.	Childbirth.	Recovered.
41.	24.	Ireland.	Childbirth.	Recovered.
42.	18.	Ireland.	Dysentery.	Recovered.
43.	38.	Ireland.	Dysentery.	Recovered.
44.	4 dys.	Massachusetts.	Hare Lip.	Rec. after oper'n.
45.	55.	Ireland.	Jaundice.	Recovered.
46.	30.	Connecticut.	Scrofula.	Under treatment.
47.	40.	Ireland.	Inflammation of stomach.	Recovered.
48.	68.	Ireland.	Cholera Morbus.	Recovered.
49.	45.	Ireland.	Chronic Diarrhœa.	Died.
50.	50.	Ireland.	Ulcer of leg.	Recovered.
51.	6wks.	Massachusetts.	Marasmus.	Died.
52.	35.	Ireland.	Opacity of Cornea.	Under treatment.
53.	30.	Ireland.	Pneumonia.	Recovered.
54.	19ws.	Massachusetts.	Marasmus.	Died.
55.	76.	England.	Ulcer of leg.	Recovered.
56.	65.	Ireland.	Ulcer of leg.	Recovered.
57.	23.	Ireland.	Childbirth.	Recovered.
58.	50.	England.	Intermittent Fever.	Recovered.
59.	24.	Ireland.	Fracture of leg.	Recovered.
60.	27.	N. Brunswick.	Tonsillitis.	Recovered.
61.	30.	Ireland.	Phthisis.	Under treatment.
62.	30.	Ireland.	Chronic Dysentery.	Died.
63.	16.	Ireland.	Fever.	Recovered.
64.	84.	Ireland.	Dropsy.	Died.
65.	30.	Ireland.	Phthisis.	Under treatment.
66.	24.	Ireland.	Childbirth.	Recovered.
67.	49.	England.	Mercurial Salivation.	Recovered.
68.	1.	Massachusetts.	Phthisis.	Died.
69.	36.	Ireland.	Bronchitis.	Recovered.
70.	45.	Ireland.	Bronchitis.	Recovered.
71.	20.	Ireland.	Measles.	Recovered.
72.	40.	Ireland.	Fracture of fibula.	Under treatment.
73.	39.	Massachusetts.	Retention of urine.	Recovered.
74.	27.	Ireland.	Childbirth.	Recovered.
75.	9.	New York.	Measles.	Under treatment.

Abstract of Marriages, Births, Deaths, &c.

To the Hon. City Council of the City of Cambridge:

The following Tables, exhibiting the number of Marriages, Births and Deaths, recorded in Cambridge, from 1846 to 1851,—the number of Intentions of Marriages, with the residence and birth-place of the parties,—the number of Births, with the birth-place of the parents, and the proportion of American and Foreign origin,—the number of Deaths, with the birth-place and age of the persons,—and the Diseases or causes of Death,—severally recorded in 1851, are respectfully submitted.

The first Table exhibits the gradual approach which has been made, during the last six years, towards a full and perfect record of the facts embraced in it.

The second Table refers to Intentions of Marriages, rather than to Marriages, for obvious reasons.

Respectfully, &c.,

LUCIUS R. PAIGE, *City Clerk.*

I. MARRIAGES, BIRTHS AND DEATHS, RECORDED, 1846—1851.

	Marriages.	Births.	Deaths.
1846	89	432	173
1847	91	510	221
1848	81	472	246
1849	129	517	298
1850	187	556	302
1851	238	593	317
Total,	815	3080	1557

II. INTENTIONS OF MARRIAGE, RECORDED, 1851.

Both parties resident in Cambridge,	154
Male only " "	53
Female only " "	51
Total,	258

Birth-place of Parties.

Cambridge,	45
Elsewhere in the United States,	242
Ireland,	168
England, Scotland, and the Provinces,	50
Other Foreign Countries,	11
Total,	516

III. BIRTHS, (IN WARDS,) RECORDED, 1851.

	Ward 1.	Ward 2.	Ward 3.	Total.
Males,	81	128	101	310
Females,	74	97	112	283
(Twins, 10)				
Total,	155	225	213	593
Birth-place of Parents.				
Cambridge,	19	28	15	62
Elsewhere in the United States,	92	225	135	448
Ireland,	167	138	206	511
England, Scotland, and the Provinces,	18	44	47	109
Other Foreign Countries,	2	4	11	17
Not stated,	12	9	4	25
Total,	310	448	418	1176
Proportion of Americans & Foreigners.				
United States,	36—	56+	36—	43+
Ireland,	54—	31+	49+	44—
Other Foreign Countries,	6+	11—	14—	11—
Not stated,	4—	2+	1—	2+
Total,	100	100	100	100

IV. DEATHS, RECORDED, 1851.

Males,	163
Females,	154
Total,	317

Birth-place of the Deceased.

Cambridge,	174
Elsewhere in the United States,	73
Ireland,	48
England, Scotland, and the Provinces,	15
Other Foreign Countries,	3
Not stated,	4
Total,	317

Age of the Deceased.

Under 1 year,	84	From 40 to 50,	13
From 1 to 5,	87	" 50 " 60,	12
" 5 " 10,	10	" 60 " 70,	14
" 10 " 20,	11	" 70 " 80,	13
" 20 " 30,	30	" 80 " 90,	7
" 30 " 40,	35	Over 90,	1
		Total,	317

V. DISEASES AND CAUSES OF DEATH.

Abscess,	1	Heart, disease of,	5
Asthma,	1	Hemorrhage,	2
Bowels, disease of,	23	Infantile diseases,	7
Brain, " "	6	Kidneys, disease of,	1
Cancer,	3	Killed, on Railroad,	1
Canker,	1	Liver, disease of,	2
Canker-rash,	1	Lungs, Inflammation of,	9
Child-birth,	6	Marasmus,	1
Cholera Infantum,	4	Measles,	7
Consumption,	60	Mortification,	2
Convulsions,	14	Nettle-rash,	1
Croup,	9	Old Age,	10
Dropsy,	5	Paralysis,	6
Dropsy of Brain,	7	Pleurisy,	3
Drowned,	3	Premature birth,	2
Dysentery,	37	Scrofula,	1
Erysipelas,	2	Spine, disease of,	1
Fever,	8	Stagnation of Blood,	1
" brain,	3	Stillborn,	18
" lung,	7	Suicide,	1
" scarlet,	3	Teething,	16
" ship,	1	Whooping-cough,	4
" typhoid,	4	Not stated,	7
		Total,	317

REPORT

OF THE

SCHOOL COMMITTEE,

FOR THE

MUNICIPAL YEAR ENDING APRIL 5, 1852.

The School Committee of the City of Cambridge, at the close of their official labors for the year 1851–2, present their Annual Report, in obedience to the law of the Commonwealth.

The details of their various duties having been more than once explained in previous reports, it is hardly necessary to repeat them. The Committee have attended to them all, not only to the extent required by law, but in many respects, much beyond its literal interpretation. The sub-committees of the several Wards have visited the Schools, sometimes together and sometimes individually, without giving previous notice to teachers or scholars, and have heard the daily exercises just as they are performed in the common routine of school work. They have endeavored to encourage the scholars in their studies, and to strengthen the hands of the teachers in their responsible and exhausting occupations. They have often addressed the Schools, pointing out deficiencies to be made up, faults to be corrected, principles and rules of conduct to be observed. They have also felt it to be their duty to award praise, where it was deserved, as well as to administer rebuke ; and it is but justice to say, that the occasions calling for the former have been more frequent than those which seemed to demand the latter. In judging of the conduct and character of scholars, we must always look upon them with leniency, remembering that the highest and best of human beings are full of faults and imperfections, and that it would be visionary to expect of children that uniform excellence which none of their elders succeed in attaining. We must remem-

ber, too, that they are still in the weakness of their reason, while their passions are strong; that few of them are under the wisest guidance at home; that parents seldom come up to the standard of perfect duty, in training their children in the way they should go, while many set before them bad examples of unprincipled conduct, profane conversation and brutal manners. Some children come to school from homes where the influences are good; others, where they are indifferent; others, where they are almost wholly evil. All these considerations ought to temper the severity of our judgment, whenever the unpromising conduct of boys or girls at school tempts us to despair of final success. These considerations should also increase our sympathy for the teachers, who have all these obstacles to contend against, and heighten our appreciation of the value of their services, when their labors are crowned by the moral and intellectual growth of their pupils.

But while the short-comings of scholars must be considered in the light of these general facts of human condition and character, we should not cease to hold up to their contemplation the highest possible excellence. The Committee have endeavored, in their intercourse with the Schools, faithfully to perform this part of their duty. They have, on all suitable occasions, spoken earnestly, in the hope of kindling the imagination to a just conception of whatever is exalted in conduct and feeling, and of awakening an inextinguishable love of moral purity and intellectual culture. The beauty of character, which appeals to the moral taste, and the obligation of duty to God and man, which the awakened conscience recognizes as soon as it is presented, have been among the principal motives the Committee have urged, on many occasions, and in various forms, upon the children of the City placed under their official supervision. They think their endeavors will not be without good consequences, in the future conduct of many of those whom they have had the privilege of addressing.

The relations of the Committee to the body of teachers of the City of Cambridge, have been highly satisfactory. The law of the State has prescribed and adjusted the respective duties of the parties; both are alike the servants of the public and the guardians of the rising generation. But there are many things which the law cannot settle with precision, but which must be left to the good sense and mutual respect of Committees and teachers. The rights of the

Committees ought to be assumed, and their duties discharged, with fearless fidelity, but the feelings of the teachers should be scrupulously respected, and the results of their experience, in the details of their respective offices, should be carefully and candidly considered. Teachers have a right to claim for their well considered opinions great weight; and it has been the wish of the Committee, and their constant aim, to draw from them all the light which they are capable of yielding. On the other hand, there is some danger that the fixed routine of school labors, and long familiarity with particular text books, and the constant application of particular methods, may have given a one-sided direction to the mind, and warped the judgment, so as to weaken the force of general principles, to which teaching, and methods, and books, should all be referred. A Committee, taken from other professions and walks in life, though less familiar with the details of instruction, may sometimes be better able than teachers to consider the general bearings of books and systems; and so may render important services to teachers, and their constituents, by suggesting needed changes, or by restraining a disposition to rush into those which are not needed. The result of these different tendencies in the two bodies, if both are actuated by an honest and sincere desire to benefit the public, cannot fail to be the harmonious combination of their respective forces in working out the greatest good of the greatest number.

The position of teachers is peculiar, and surrounded with difficulties. They are entitled to the most liberal treatment from the public, in every respect. The office is all-important in its relations to the future, and ought to receive a degree of respect corresponding to its dignity, from the present. Teachers who are animated by the right spirit, renounce the common objects of ambition and pride; they withdraw from those careers which lead to wealth and political distinction. They remove themselves even from those sources of emolument by which salaried officials, in business relations, generally have an opportunity to increase their pecuniary means. In fixing the salaries of persons so placed, this view is most important. The income of a permanent teacher should enable him to live with decency; to share in the social life, and the hospitalities of the community to which he belongs, according to the average standard of the society he moves in; to educate his children respectably, and to provide a shelter and sustenance for old age, which comes

to all, but to him sooner than to most other men. He is entitled to a salary which will meet all these exigencies; and if he does not receive it, his life will be loaded with painful anxieties, and his usefulness greatly impaired. There is no doubt, that however low the salaries are reduced, men will be found who will accept them. But to employ a vulgar, ill-educated, incompetent person, to take charge of our children's education, because he can be hired cheap, is the worst kind of prodigality of which we can be guilty. We do not save by it the money which we refrain from spending, but we squander, in the most profligate manner, every cent that we pay; and to the dead loss of just so much capital, we add the infinitely greater loss of all the time our children remain under the care of such a teacher; we throw away the precious and irrecoverable hours of their childhood and youth; we leave their high faculties to run to waste under ruinous and unskillful culture, and let them form bad intellectual habits, and acquire shallow or erroneous views, which will go with them through the longest life. Surely there is no wastefulness so mischievous and wicked as this.

It has, therefore, been the policy of the City of Cambridge to deal liberally with the teachers in the public Schools; but it is the duty of the School Committee to practise a careful economy in administering the annual appropriation for the support of the Schools. Considering the quality and amount of the work done, they think no department of the public service, here or elsewhere, can show richer or more ample returns. Looked at in the aggregate, the sum annually spent on our Schools appears large; if reduced to its elements, and considered in reference to the number of scholars, and the number and character of the teachers, the amount is really small. The largest salary paid to a public teacher in Cambridge, is not equal to that of a confidential clerk in a commercial establishment; it is about half as large as the salary of the Cashier in a Boston Bank; while the lowest salaries paid in the Alphabet and Primary Schools are less than the wages of a good cook, and not more than half as much as can be earned by a tolerable needlewoman. A fashionable music teacher or dancing master easily makes an income superior to the combined salaries of all the teachers in the Cambridge High School together. No one in his senses will assert, that the care of our money, the oversight of our banks, the cooking of our food, the making or the marring of our gar-

ments, requires a higher order of talent, or a kind of labor deserving of more remuneration, than the education of our children. If we consider the subject in this light, we shall be surprised, not that it costs so much to secure the services of such a body of well-educated teachers, but that such teachers can be had on such terms; this remark holds true particularly of the female teachers. The Committee have not joined in the crusade for "Woman's Rights;" but they must express the opinion that women who consecrate their lives to teaching, nowhere in the world receive their just due. Among our teachers belonging to the better sex, are those whose services to the City are worth their salaries many times over.

In this state of things, the Committee feel confident that the citizens of Cambridge will continue to show the liberal spirit they have hitherto manifested in the support of the public Schools; and that as the population and wealth of the City increase, as they do rapidly every year, they will not hesitate to provide the additional means and facilities which the changing circumstances of the times require. The most pressing want, likely to call for speedy attention, is that of more and better school room, especially in the Second Ward. On this subject, both in reference to the special cases likely to arise, and to the general principles which should guide our course, the Committee refer the citizens to the remarks they offered in their Report of the last year, pp. 14, 15. They hope the new school-house, now nearly completed in the First Ward, will be found by experience to prove the truth of the views there advanced. The Committee are pleased to find that the enlightened and experienced Superintendent of Schools in the City of Boston, has arrived at conclusions similar to those they presented last year. In his recently published Report for the year 1851, he discusses this subject very fully and ably; and the clearness and force of his arguments will probably lead to important reforms, both in the economy and efficiency of the School system, and these two points will, we trust, be considered together, in whatever changes, modifications or additions the Cambridge Schools may, in the course of time, require.

The business of education requires a constant series of experiments, as well as a perpetual recurrence to general principles. Either, without the other, leads to waste and error. The teacher who guides himself wholly by experiment, inevitably loses much of the improvement of the times, and falls into a mechanical and life-

less system of drudgery; the teacher who is constantly aiming to apply abstract principles, uncorrected by positive experience, fails to accomplish decided results, and falls into the opposite error of ineffectual speculation. Schools have been founded on both of these one-sided systems. Those who have been educated in the merely practical, carry with them a certain amount of knowledge, and some degree of practical tact and intellectual training; those who have been brought up in the latter, have little or nothing of valuable knowledge to show for their time and money. They gain some vague notions of intellectual excellence, with no force of acquired ability to carry the conceptions of the mind into reality. They have to commence their really practical education in the school of the world, by ridding themselves of the inefficient habits they have fallen into at school, and by acquiring a practical control over their hitherto unused faculties. A true economy in education combines the two methods into one, seeking for the light of general principles, and bringing the results of reasoning at once to the test of experiment. The highest and the best education, at least in a Republic like ours, is the best in all respects. Grave errors and great waste are constantly committed by inadequate conceptions upon this subject. The very term Republic points our view from private to public interests; from the narrow circle to the wide range of the largest political community. Our wealth is in the mines of intellect that lie hidden in the popular body, and not in the gold and silver and iron, even though the national domain stretch over vast continents that rest on golden foundations. To make this wealth available to its higher ends — and nothing short of this will be the fulfilment of our duties in accordance with the purposes of God— we must labor without ceasing, not only to extend some education to all, which is the narrow view of many so-called practical men, but to place the best education within the reach of those who can turn it to the best account. For want of a general system which can accomplish this, the noblest treasures of our State and country are left unused. A narrow interpretation of the term *Common Schools*, has been too generally adopted, limiting its meaning to ordinary, that is, *poor* Schools, and a mean and superficial education. The consequence of this has been, in Massachusetts as well as elsewhere in the United States, a most deplorable neglect and waste of mind. This is a kind of extravagance we can, least of all people,

afford. We have no hereditary ranks to uphold the institutions of civilization; for this truly conservative and always needed work our sole dependence is on the popular intelligence and morality—the educated mind and disciplined heart of the people. Our fathers understood this, but we have, with all our progress and improvement, failed as yet to carry out the principles they laid down and established in the beginning. Popular leaders do not hesitate to stir up prejudices against the higher systems of education, whenever they think such prejudices can help their selfish or party purposes. We have seen this suicidal warfare carried to such a point of madness, that under the marshalling of political demagogues a legislative hostility has been invoked against all education which aims to train the mind to its highest bent. These attacks have fallen short of the mark to which they were directed; but they have succeeded in stopping the stream of legislative bounty, which in the better days of the Commonwealth cheered and gladdened the fields of learning. It is essentially adverse to enlightened republicanism, to attempt to lower the fountain-head of intelligence; true republicanism earnestly strives to help all, who can benefit by it, to drink there. No man can tell to what destiny his son may have been born; to bound the ideas of popular education by so much knowledge as may make a man competent to discharge the ordinary duties of life without disgrace, and to regard all higher education as a superfluous luxury, so far from being democratic, is to recognize the fundamental principle of the most odious aristocracy, namely, a distinction of classes,—one class condemned to toil and drudgery, irrespective of natural ability, and another born to enjoy, in addition to the common luxuries of wealth, the greater luxury of scholarship, art, and polished education. And yet many of those who assume to be the peculiar and exclusive friends of the people, take in effect precisely this aristocratic ground. The principle of our fathers was, that the property of the State should educate the intellect of the State; and they used the term education in the widest signification known in their day. By Common Schools they meant Schools that were common to all, not Schools in which a common or narrow and poor education was obtained.

In a country like ours, particularly, we cannot afford, as we have already said, the extravagance of leaving the treasures of intellect among the people, unwrought. Nature scatters her gifts of mind

with unstinted and impartial hand, wholly regardless of the acci dental differences in external circumstance. In those parts of the world where the powers of the State are concentrated in a limited and hereditary body, and where wealth is handed down in the line of natural succession, it is of comparatively little consequence to the existing order that the people should be made intelligent by education; and yet some of the most despotic States of Europe have taken the most pains with their systems of instruction; not, it is true, with any purpose of fitting the lower classes for taking an intelligent part in the guidance of public affairs, though it may be under an instinctive conviction that the education of a people is its chief glory. In those countries, education is generally reduced to the form of a special preparation for fixed and unchangeable employments. This shows, in a most striking light, the radical distinction between republican education and despotic education. And yet there are many among us who pride themselves on being practical, who demand precisely that system of education which the despots of the old world find most suitable to their purposes; they clamor for an education, which shall specifically fit its recipients for their fore-ordained careers in life. Their demand assumes that the children of the Commonwealth are born under a fixed, unalterable destiny; that the son of a farmer must be a farmer; the son of a blacksmith must be a blacksmith; the son of a grocer must be a grocer; the country boy must live in the country when he becomes a man; and there is no doubt that thousands upon thousands have either wasted their lives in unavailing struggles with the false positions in which this system of castes has placed them, or at least have had their usefulness and enjoyment greatly impaired by not finding the careers they were best fitted by nature to fill. Our public education should be, therefore, not specific, but general, aiming at a just and equable developement of the intellectual powers, and so enabling each to assume the place in the community which he is best adapted to hold. The son of the poor man, even under the imperfection of our present system, becomes the wealthy capitalist; the country boy rises to a leading position in a great city; the farmer's son grows up into an eminent lawyer, and perhaps becomes the President of the United States; the son of the humble mechanic proves to be the great discoverer in science, and fills the world with his fame. And it is clear to a demonstration,

that the wealth and the power and the true civilization of a republican State will be the greater, in proportion to the facility with which the diversified talents of its children find their appropriate spheres of activity; and a system of public education is truly republican just in proportion as it brings the means of securing the best possible education within the reach of all who are qualified to benefit by it. It is the general culture of the mind which brings to light intellectual aptitudes. Without this, the attempt to mark out the future careers of our children is no better than arbitrary decision or vague guess-work. God has written upon the minds of every one of his children his own will; he has traced with the creative finger of omnipotence, the lines and proportions of the intellectual constitution; general education is the fire which brings out and makes legible these invisible signatures of the Almighty.

It has been feared, in some quarters, that such universal facilities of education as have been here briefly described, would draw too many young men away from the common occupations of life, and crowd the learned professions, as they are called, (often with but little justice,) to an inconvenient and mischievous degree. There is but little danger of such a result. With the limitations now existing, an adventitious dignity is attached, in the popular imagination, to what is denominated a liberal education; and the consequence is that many, whose circumstances enable them to spare the time and meet the expense of this kind of training, but whose tastes and turn of mind fit them much better for business pursuits, find themselves misplaced in the professions; and on the other hand, many men who would benefit the community, and make a distinguished figure in professional life, find themselves by adverse fortune, reluctantly toiling for their daily bread in paths of occupation into which necessity, not choice or taste, has driven them.

The happiness of society depends, in a great measure, on the placing of all its members in their true positions. Every man, be his occupation what it may, is contented and respectable if he feels that he is better qualified for that than for any other. The good shoe-maker, who exercises taste and judgment in his art, and succeeds in it because he is fit for it and likes it, feels no envy for the astronomer who passes sleepless nights in weighing and measuring the stars. The active man of business, while watching over the plans he has intelligently devised, because his education has given form

and force to the instincts of his nature, feels no envy for the anxious statesman, who exhausts his energies in shaping the policy of nations, or conducting the diplomacy of the world. But the consciousness of being misplaced, not only causes uneasiness, but is the fertile source of misery and despair.

Who, then, can doubt that the true policy of a republic is to extend the opportunities of the highest possible education farther and farther, until they reach every child in the State? until all the talents in the State find their natural level and their congenial spheres? The more a man's powers are unfolded, the better will he be fitted for his special occupation or profession, when he finds out what nature means that to be. The details of business, the methods of transacting this or that class of affairs, can be readily and rapidly mastered by a young man of good general education, in the early stages of his business or professional career; but if the proper period for general education be prematurely occupied with special preparations, he will find it difficult afterwards to acquire that versatile power and mental culture, which can alone give him the highest advantages in any career he may have chosen.

The Cambridge School system has been organized and conducted upon these general views. The children of Cambridge have the opportunity of obtaining, in the public schools, an education, not only in what are usually regarded as the branches of common instruction, but in the higher English studies, and in the languages, including the Latin, Greek, and the French. The Committee have been gratified with the assurance the public has given, by cheerfully supporting their measures, that they have acted in harmony with the public sentiment. They have also been deeply interested in watching the progress of enlightened education, out of New England. The governments of most of the States, to whatever political party belonging, show, from year to year, an increasing sense of their responsibility in this regard. The best minds everywhere are occupied with the subject. Free Academies, Teachers' Institutes, Normal Schools, Colleges, Universities, are multiplying in all directions, and many of the ablest and most original scientific investigators are spreading the light of their accumulating acquirements broadly over the face of society. This is the general and most encouraging fact. The Committee cannot deny themselves the pleasure of alluding to one illustrious example of true

state wisdom. The wealthy, powerful and enlightened State of New York, is assuming a position which will certainly place her in the highest rank of the sister sovereignties making up this great union, unless the other States wake to an honorable emulation. The mighty capital has a system of Common Schools, admirably regulated, and watched over by a body of high-spirited, patriotic, and most intelligent gentlemen, who labor with a wise enthusiasm for the highest good of the community. Two or three years ago, all parties united in founding, at the expense of the city, a Free Academy, into which pupils are admitted by examination from the Grammar Schools. A college building has been erected, in a handsome style of architecture, with suitable accommodations for lecture and recitation rooms — a Library, a Philosophical Apparatus, and its furnishing and care, are at the charge of the city. A President and a body of Professors, embracing some of the eminent names in American Science and Scholarship, were appointed, and their salaries are paid out of the city treasury; and all the books used by the pupils are furnished, in the same munificent spirit, by the city. The courses of study are arranged upon nearly the same principles as those in our Cambridge High School, embracing the most important branches of our English and classical training. The success of this experiment has been complete. The total number admitted, upon a very rigid examination, which rejected about half of the applicants, since its organization in 1849, has been 569: of whom 422 have elected the classical courses. It was feared by some and hoped by others of the friends of the school, that its tendency would be to lower the estimation of literary studies, and to show that the people have no desire to keep the old training in the classics. The error consisted in taking a wrong view like that already commented on. One of the Committee had the pleasure of visiting the Academy a year since, and he brought away an impression of the wisdom of its founders, and the liberality of the community sustaining it, which he gladly seizes this opportunity publicly to express. One of the scholars — a bright, intelligent looking youth — attracted attention, by the superior excellence of his performances in several departments. On enquiry of the Professors, it was learned that this youth was the son of a humble journeyman blacksmith, in a remote suburb of the city, and that he stood at the head, not only in the classical, but in the

scientific studies. It was very plain that that blacksmith did not believe in the necessity of adapting the education of the child to his accidental circumstances in life; it was very plain, that however respectable he felt himself to be in the honest handicraft by which he supported his family, he did not think blacksmithing an hereditary business, for which he must train up his son. On the the contrary, he felt like an American citizen, that his son might aspire to any distinction in the country, in competition with the sons of the richest and the proudest; and he eagerly availed himself of the privilege opened to him by the wise liberality of the city, to unfold the germs of talent he had the sense to discern in him, and to prepare him for a wider sphere of usefulness. And another view of the subject forced itself upon the mind; and that was, the sagacious forecast of those republican citizens, who invested the cost of this young person's education, in the confidence that the exercise of his trained abilities, hereafter, will bring in to the State that reared him an interest of public benefit a thousand-fold greater than the present cost of money risked by the city. The distinguished gentlemen, who have occupied themselves with the public education of New York, have not, after the accomplishment of the end just described, folded their arms and rested from their labors. There has been, recently, a plan before the Legislature of that State, to found a University in the capitol, and to open its doors to a large number of young men, from different parts of the State, at the charge of the Treasury — the selection of candidates to be made after a fair and open competition among the youths of the several districts, and decided by boards of examiners so constituted that party politics cannot influence the result. It would be out of place here to enter upon the details of this great scheme for the public good — this great and admirable project for a republican university — but it is one of those encouraging movements in the cause of liberal education, which the Committee felt bound to allude to, and take great pleasure in saying God-speed to its public spirited authors. In the words of one of its supporters, it will be like passing a magnet over the State, and there is no calculus to compute the amount of benefit which such an attraction of its latent intellect will produce. Whatever may be its fate at the present moment, it is sure to succeed in the end.

There are peculiar circumstances in the present condition of our

country, which the friends of education cannot, and ought not to shut their eyes against. We cannot look around us without a painful sense of the amount of ignorance and intellectual feebleness for want of just education that prevails in our most enlightened communities. Popular delusions break out every year, which, though not so violent or general as the astrology and witchcraft of former ages, are quite as remarkable testimonies to the dangers lying in the way of ill-balanced and uneducated minds. The power of society is now generally in the hands of the enlightened, so that these delusions stop short of the rack and the stake. But fanatics, enthusiasts and deceivers still play their fantastic tricks upon the credulity of the weaker brethren, and find an ample harvest of influence and gain in the feebleness and folly of multitudes. The mischief is not confined to the loss of time, the dangerous excitement of the nerves, the perversion of the imagination, and the robbery of the purse; but reason, morality and virtue often pay the penalty and suffer disastrous overthrow. If this state of things continues much longer, and extends much farther, it will become necessary for the Legislature, not only not to abandon Dr. Howe's experimental school for idiots, the term of which has just expired, but to establish others on a permanent and more comprehensive plan, corresponding in extent to the Lunatic Asylum, which, with wise forecast, they have recently enlarged. No degree of absurdity transcends the powers of belief in some ill-regulated minds; no personal worthlessness or intellectual imbecility of the pretender, will open the eyes of many, blinded by ignorance and stupified by the juggler's tricks. He who believes that the great and good of past ages condescend to communicate with those who are neither great nor good, through the legs of pine tables, from the serene abodes of departed spirits, to help certain "mediums" get a dollar for every dupe, is exposed to any extreme of cheating which the coarsest imposter may choose to practice upon him. The knavery of these dealers in spiritual rappings, is more wicked than stealing, while the intellect it displays is so contemptible, that the palmistry of gipsy vagabonds rises to dignity in the comparison. The law, perhaps, cannot reach the crime, in its present form; an attempt to enforce the penalties denounced against false pretences, might aggravate the evil. To guard the community from such delusions, and to secure the happiness of individuals against such wretch-

ed and dangerous frauds, is a high function of public education not yet fully performed. This is to be done, not merely by spreading knowledge among the people, but by teaching the young how to exercise their judgment; how to apply their reasoning powers; how to weigh the facts and estimate the force of evidence; how to observe with rigid accuracy, and to report observations with stern veracity, watching against the hasty conclusions of excited feeling, morbid imagination, or a curiosity seeking by vain efforts to grasp things hidden by the wisdom of the Creator behind an impenetratable veil. The adamantine strength of reason is the shield that must be held up between the mind and these pitiable delusions.

The relations between America and Europe, also, are such as to quicken the solicitude of every enlightened man. Our difficulties and dangers are greatly multiplied by the vast migrations that swarm from the old world to the new. Among those who come to our shores, are some of the great lights of learning; men to whom we are indebted for new impulses of the intellect, in science, letters, and education; who contribute to our national benefit and glory a hundred fold more than we can ever repay them. We should be unjust, too, if we did not admit our obligations to the multitudes of honest artisans and laborers, who lend their strong arms to our public works, and help to cut down the primeval forests, in return for the fair opportunities and liberal institutions open to them. But to a very great extent, the emigrants are wholly uneducated; yet after a short residence, they share in all the powers conferred by American citizenship. Many of them are political exiles, bringing with them the fierce passions, the unconquerable hate and study of revenge, roused by real or imaginary wrongs; many are somewhat educated, but only so far as to reject with scorn the wisdom of ages along with the superstitions of the past. These, too, shortly acquire a political influence, in proportion to their numbers, which are great, and a social influence, in proportion to their daring and plausible theories, which often seduce the feeble judgment. Multitudes crowd to this country who have no conception of the nature of regulated liberty, or no respect for it, if they have. Their idea of liberty is unrestrained indulgence in the basest passions; and the checks and balances of society, guarded by constitutions, and rights of person and property impregnably secured by law, are as odious to them as the despotisms from which they fled.

Instead of leaving the past behind them, and adapting themselves to the state of things here, and becoming orderly citizens of a peaceable and orderly republic, these men band together to scatter the seeds of infidelity in religion, anarchy in the state, and profligacy in private morals. They attack the established institutions of the republic with as much vehemence, as they assail the abuses and superstitions of the middle ages. The Church, the State, the Family, are alike the objects of their unreasoning and unrelenting hostility. Their disorganizing influences must be met by extending and making more thorough and efficient, the systems for the education of the people; and we shall fall short of the full measure of our duties unless we take these impending dangers into the account, with a firm determination to guard against them, so far, at least, as to see that the children of foreign parentage be placed under the same inducements to a quiet, virtuous and honorable life, with those of American birth.

We must not, then, rest contented with what we have already accomplished, however encouraging that may be. The most important of all our tasks is to train up the generation which shall succeed us. They will have to settle the most transcendent questions that have ever been submitted to human decision — questions that will require all the ability of the ablest, all the wisdom of the wisest, all the goodness of the best. We cannot afford to throw away or pervert or neglect a particle of the talents distributed among the people. The strongest considerations of economy urge us to carry out the principles of public education, in the most comprehensive spirit; the most keen-sighted forecast bids us to labor to the utmost, and to consecrate our time, and expend our means, so that, if possible, not one of the coming generation, before whom the great issues now rapidly joining will present themselves for final adjustment, shall remain unprepared to meet intelligently whatever of responsibility shall devolve upon him. Every good citizen, whether in office or in a private station, must acknowledge the weight of duty that rests upon him, and see to it that his obligations, in this vital concern, be fully performed. And while each and all do their best in their several spheres, each and all should harmonize their efforts by referring them to general results, and the all-embracing interests of the country and the age.

We have spoken favorably on many former occasions, of our own

School system; and every year satisfies us more and more of the essential wisdom of its principles and methods. But we should be unwise if we allowed ourselves to indulge in the fond delusion that it has reached perfection. In many of its aspects we trust the increasing wisdom of our successors will improve it. As a general rule, we are of opinion that public teachers everywhere are too hard worked, and are called upon to do too many things. Perhaps this can never be perfectly remedied. Yet it were greatly to be desired, that every educator should have the time and means to enlarge his literary and scientific acquirements in various directions, and so to guard against the narrowing influence of a too exclusive occupation with younger minds and with the elementary subjects. It would have a happy and exalting effect, if every school-master could cultivate some one department of investigation, so as to connect his name with the literary or scientific progress of the age, by contributions through the press to the current literature, or by public lectures. The multiplication of Teachers' Institutes, and the annual preparation of numerous discourses on educational subjects, to say nothing of the debates which grow out of these occasions, are a movement in the right direction, and tend powerfully to liberalize the profession of the teacher — a profession which should be, though it never yet has been, the most liberal of all. We are glad to know, that during the past year Cambridge has not been unrepresented at these meetings; that several of our teachers have shown their beneficial influence, and that one, at least, of the ablest practical lectures delivered within this period, was given by a Cambridge master, having been written by him in the moments snatched from repose. We hope so good an example will be followed. The various departments of polite literature are suitable subjects of interest to female teachers. We would not urge it upon them to appear before the public as writers, nor would we object to it; but we are of opinion that the study of some branch beyond the subjects they are required to teach,—some foreign language, for example,—would not only be a solace to their toils, a recreation of the wearied spirit, but that it would give fresh interest to their daily occupations, and deeper efficiency to their instructions; so intimate is the relation which binds together every species of knowledge, and so invigorating is every kind of intellectual acquisition.

In the Report of last year, the Committee called particular attention to the subject of reading in the lower Schools, and the study of the English language in the higher. We have taken pains to enforce the importance of this subject upon the scholars, and our suggestions have been zealously acted upon by the teachers. Great labor has been expended upon the correction of the numerous faults of enunciation, which were indicated, as well as their causes, in the last Annual Report. The success of these efforts has been as gratifying, as the zeal of the teachers was encouraging to the Committee. If the perseverance of scholars, teachers and Committee should equal, during the next four or five years, their present sense of the desirableness of preserving the purity of our pronunciation, and of imbuing the minds of all classes with the beauty of English literature, we may hope to see a body of scholars going forth from our Schools with a love of reading, and a taste for intellectual culture, which will shed a grace hitherto unknown over the social circles of our little community.

The success of any such attempt, however, depends upon a wise economy of time; and this again is to be secured only by selecting the best methods. Certain things must be well taught, be the time necessary for their acquisition greater or less. Reading the mother tongue fluently, pronouncing it correctly and speaking it grammatically; a fair knowledge of Geography; a complete understanding of Arithmetic, and readiness in working out, both mentally and on the slate, every question arising under its rules; a good running hand, written legibly and rapidly;—all these things are taken for granted; they are indispensable and fundamental; they must be acquired, whether other things are acquired or not. But the principles, which lie at their foundation, may be mastered in more or less time, according to the skill of the teacher, as well as the talent and perseverance of the scholar; while the practical mastery of their details is never to be considered as fully and completely attained. They go along with other studies, partly as independent exercises, and partly as means and instruments for the accomplishment of other purposes. No day should pass without taking the pen in hand, either in writing composition or copying; scarcely a day can ever come without some occasion for arithmetical computation, and surely no hour, excepting in sleep, can be spent by any

rational being, without the conscious or unconscious application of the principles of Grammar. We think it possible that some time might be spared from Arithmetic, by diminishing a little the number of examples required to be performed under the several heads, even if the manual expertness should be not quite so great as the present system of drill produces. In the study of Grammar, the treatment of the subject in all our text-books is too mechanical and dry; and in some of them, the various parts of the subject are handled with a wearisome minuteness of lifeless details, which, if one should succeed in crowding into his memory, would make it utterly impossible for him ever to write or speak the English language with ease or elegance or idiomatic propriety. Every scholar should have a clear conception of the parts of speech, and should fix in his mind an exact definition of them; he should, at the outset, be made to comprehend the relations of the parts of speech to each other, in sentences, and the logical connection of clauses and sentences. But there is great danger that the minute and technical analysis of single sentences, so much insisted on by many grammarians, will practically degenerate into an artificial drudgery, throwing no light upon the true construction of language, and furnishing no aid to the acquisition of a good written or spoken style. And yet the study of our own language is one of the most interesting in the whole range of discipline. Apart from the general consideration of language, as the miraculous instrument whereby we express and communicate our thoughts — those unanswerable evidences of our spiritual and immortal nature — our own language embodies in itself the internal and external history of the Teutonic race to which we belong; nay, when followed out to the last analysis, it conducts us back to the primitive seats of mankind in the sacred soil of Asia. These refined and remote analogies, leading to surprising results no less certainly than the processes of physical and mathematical science, lie perhaps beyond the reach of pupils in our public schools; and yet a general outline of them may doubtless be presented in an intelligible form, and in such a manner as to arrest the attention of scholars, and arouse their interest; for there is always an intellectual delight of a high order in apprehending a general truth.

But to leave the grand generalizations into which the affiliation of language points the way, there is a narrower view, and perhaps

more practical, to be taken of the study of the English. Our language was formed, not only at the confluence of many streams of speech flowing in from the East, but in a country over which innumerable waves of migration and conquest flowed during a long series of ages, each leaving deposited there a layer of words and grammatical forms, which have exercised an influence upon the final structure and character of the language. The traces of all these lie embedded in the substances of the existing language, and tell as plainly the past history of those who spoke it, as the fossil remains unfold the primeval epochs in the geological history of our globe; and the peculiar forms of expression which have gradually been wrought into its variegated texture, the changes in the signification of words, the modifications in the structure of sentences, the pregnant popular idioms growing from usages once existing but gradually becoming extinct, while the idioms remain a vital part of the language, the introduction of new words for new ideas, and new phrases for new results of experience or speculation,—all these record the history of those to whom the English language has been from early times the most precious heir-loom. To understand the language justly, it should be studied from this point of view; but the mere knowledge of the language is only one of the many advantages to be secured by this method. The pupil, having once mastered the form and general principles of English Grammar, may soon be placed in a position to comprehend these historical points; for there is nothing in them too abstruse or remote for the mind of a well-trained scholar, in the higher classes of our public schools, to apprehend, with proper instructions from the teacher. But our school Grammars are not prepared according to these views; some of them are evidently written by men whose knowledge of English is bounded by the correct usage of the day; others reject any further authority altogether. And this is the reason why some of these writers condemn the old and expressive idioms of the langaage, and admit the awkward substitutes by which speakers and writers, wiser in their own conceit than their fathers were, have endeavored to supply their place. The logic of language is sometimes more refined and subtle than the logic of Grammar; the former is the logic of thought and imagination, the latter is only the logic of forms. Language written rigidly according to the formal preciseness of this class of grammarians, is no more like

the living language of acting, thinking, feeling and speaking men, than a French garden, with formal alleys and trimmed yews, and box-wood cut into peacocks and quadrupeds, is like a natural landscape or a primeval forest. The English language, so written, is not the mother tongue of Shakspeare and Milton, of Chatham and Burke, of Webster and Everett, of Bryant and Longfellow.

The kind of study here indicated has been made possible of late years by a series of works, published in England, by Mr. Latham. His Grammars are founded upon an exact study of the English language, in every period of its history, and in all its ramifications. In several of these works he sketches briefly, but very clearly, the history of the successive modifications of the language by migration or conquest, commencing with the ancient Britons, and coming down to the period of the formation of the language substantially as it now exists. But he combines the logical with the historical method, bringing characteristic forms of expression to the test of the relations of thought and modes of conception; thus presenting a true and rational view of the significance of English speech. The corruptions which are creeping into the language from many quarters — from vulgar usage, from mistaken notions of its idiom, from carelessness in public writers and speakers, from over anxious attempts to put it into the strait jacket of formal grammar — render studies of the kind peculiarly desirable in the public education of this country at the present moment. In the Prussian schools, which are in many respects the best in the world, precisely this method is followed in teaching the mother tongue. Whether it will be expedient to enlarge our present grammatical studies, by gradually introducing some parts of Latham's series, will deserve the attention of the Committee and the teachers. At any rate, we cannot entertain a doubt that the critical study of works, or passages from the works of the best English writers of different ages — a course already productive of pleasing and encouraging results — should be carried still farther, and accomplished more thoroughly than has hitherto been done, even at the cost of giving up some of the analytical and technical exercises of the grammars now used. For this will not only please the fancy and interest the intellect, but will creat a taste for reading which will increase with advancing life, and exercise a refining influence over the character, without lessening the practical efficiency in business affairs; while it will

elevate the lowliest occupations by surrounding them with something of grace and ideal beauty reflected from the creations of literature.

The study of Geography and History both, needs changes, for economy, thoroughness, utility and interest. The two are intimately connected and should not be separated; but they are not so connected in our present text-books, as that each can be studied to the best advantage. The true method of studying geography is that according to the principles developed by Humboldt, Ritter and Guyot; the latter, especially in his work entitled "Earth and Man," has unfolded the science of geography in its bearings upon the history of the Human Race, with a clearness of exposition, exactness of knowledge and eloquence of style, quite unusual in works upon such subjects. The method of study, briefly stated, is first to make oneself acquainted with the surface of the globe we inhabit; to study carefully the different conformations of its several continents, and their physical relations to each other, until all their great leading features are as familiar as the features of a friend; next to learn the names of the regions, the principal mountain ranges and plains, table-lands and rivers, until the physical forms and geographical designations are so firmly united in the memory that one shall always suggest the other; and finally, to fill in, as in the frame of a picture, the minuter details, so that they shall readily, and without confusion, arrange themselves by natural association, without overloading the memory. This is the true mode of learning geography well; in order to do it, there should be several successive text-books, each enlarging the extent of its information beyond the limits of the preceding one. The present text-books are objectionable, because they attempt to combine, by printing the matter in different sized types, what belongs to separate courses of study, to say nothing of the wretched paper and bad types with which they are printed. It is very desirable that some publisher should undertake to furnish a series of text-books, in good type and on strong paper; the original cost would be a little more, but in the end, it would be economical.

Physical Geography is the natural basis for history. The globe is the stage, on which the successive acts in the drama of human society have been performed or are performing. The great physical features of the earth have the most intimate relations with the fortunes of the human family; and he who would truly comprehend

the course of history in the migrations of the races of man, must begin by acquiring a correct idea of the natural highways over which these migrations took up their lines of march. The scenes of history illustrate and explain the events; and the events explain the arrangement of the scenes. The true and most profitable mode of studying history then is to study first its leading outlines, as soon as the elements of physical geography have been accurately acquired, and to connect the two in the scholar's mind, as they are connected in nature and the plans of Providence. This method gives the learner, first a deep interest in his study, because he sees the relations and dependencies of the parts; second, it furnishes him a general scheme, a frame work, in which all his subsequent reading readily arranges itself in its proper place. The common method of selecting some particular portion of history, as for example the history of the European settlements on the American continent, is not without its use, for all knowledge is useful; but it falls short of the highest use of knowledge, because it does not connect itself with what goes before, and does not form a part of a general view. To learn history so is a mere act of the memory, and furnishes but little discipline to the mind beyond the exercise of this particular faculty. It may be said that a few fragments of history are all that the time assigned to that study will allow the scholar to acquire. But a moment's reflection, or if not that, a brief experience would show that the time now employed in learning by memory the disconnected facts of some isolated epoch, would be sufficient to acquire such a general outline of universal history as would serve for a basis of all special studies afterwards; for the powers of acquisition are wonderfully multiplied, by bringing the aid of general views to help the memory, or rather by making the memory a philosophical instead of a mechanical one. The Committee have endeavored to place views of this kind before the schools, so far as circumstances have made it possible. They are clearly of opinion, that as soon as proper text-books can be procured, an entire change in the methods of teaching geography and history ought to be made, and they are pleased to understand that Prof. Guyot, the learned author of "Earth and Man," is occupied in preparing a series of books upon the principles so ably set forth in that work.

The Committee have the pleasure of reporting that in addition

to the regular day schools, an evening school has been kept in the First Ward, and another in the Third Ward of the city, for the gratuitous instruction of such as cannot attend the day schools. Similar experiments have been tried in other places with encouraging success; this is the first time the experiment has been tried in Cambridge. The Committee will not undertake to express their high sense of the value of the services rendered by the gentlemen who have given their time and labor to this object. The consciousness of good deeds rendered to their fellow-beings will be their exceeding great reward.

The Evening School of the First Ward was held in the room of the Washington Middle School, two evenings each week, for three months, making in all twenty-four evenings. Only two scholars attended the first evening, fifteen attended the second, and thirty-six the third; the largest attendance on any one evening was seventy-four, and the average attendance was fifty-four. The whole number of names entered on the list of the School was one hundred and thirty-four, the greater part of whom would have remained as regular attendants on the School, had the gentleman who so disinterestedly took charge of it been able to afford regular instruction to so many. Two-thirds of those who joined the School were Americans, varying in age from thirteen to thirty-five years, having during the day a great variety of occupations, which made it impossible generally for them to go to the day Schools. They came to attend the School from the extremities of the City, from Mount Auburn on one side to Cambridge Bridge on the other. The expense of warming the room was assumed by the School Committee; other expenses, for books, slates, and other materials, to the amount of $70, were defrayed by the gentlemen by whom the School was established.

Soon after the opening of the Evening School, in the First Ward, a School on a similar plan was commenced in the Third. In this School, twenty-six sessions were held between Dec. 16, 1851 and March 16, 1852. A Superintendent and fifteen teachers conducted the exercises of the School, one hour each evening being devoted to Arithmetic and one to Writing. A class averaging ten was also instructed in Reading, "with more marked success than any other department of the School." The number taught in this School was ninety, though the number of applicants was so great that it

became necessary to refuse more than were received, for want of proper accommodation. The room was the inconvenient one in the Third Street School-house, which is quite unsuitable, being close, badly ventilated, and difficult to be lighted, as well as having seats too low for scholars of adult age. Exclusive of warming the room, which as in the First Ward was borne by the City, the expense of conducting this enterprise has been about fifty dollars.

To some extent, the project of establishing Evening Schools, for the instruction of children and adults, was at the beginning a doubtful experiment. From the nature of the case, many of the pupils were unaccustomed to be governed, and would find difficulty in acquiring the self-control necessary to a cheerful submission to the restraints absolutely essential to the preservation of order. Some, it is likely, commenced their attendance rather in the hope of amusement, than with the desire to work hard at their studies. Many were quite unprepared by any previous discipline for the proper business of the school-room; the difficulty of adopting any convenient classification was great. The teaching was wholly voluntary; and this must necessarily be somewhat irregular, owing to various engagements, not always to be avoided, of the volunteers. The number of teachers, though considerable in both schools, has been small compared with the number of pupils desirous to avail themselves of instruction, and the number of classes into which their different degrees of preparation made it desirable to divide them; add to this the inexperience of most of the teachers, and the doubts entertained by many of the townspeople, and we can form some idea of the obstacles to be overcome by the devoted persons who set on foot and carried on this noble enterprise. Notwithstanding these obstacles, the success of the experiment has entirely settled the question of the practicability and utility of Evening Schools. The scholars have gained some advantage,—in many cases very considerable advantage,—from the direct instruction. They have acquired something of Arithmetic, some facility or improvement in Reading, and some skill in Writing; and it is hoped they have all formed some just appreciation of the importance of instruction, and some taste for intellectual occupation. At any rate, they have acquired habits of self-restraint, by submitting to the order of the school-room, and good breeding, by coming in contact with persons more cultivated than themselves; and they must

have formed some conception of disinterested labor for the benefit of others, when they saw a devoted body of teachers — most, if not all of whom, had their busy occupations through the day — resigning two evenings every week, leaving their cheerful firesides, their family circle, music, books, the conversation of cultivated friends, for the sake of encouraging those who had the desire without the means of improvement, of enlightening the ignorant, who, conscious of their ignorance, know not where to turn for light —and giving not only time, but money, for the benefit of those whose only claim upon their sympathies was the ties of common humanity and citizenship in a common country.

The essential question of the practicability and usefulness of these Schools having been established by the public spirit of private individuals, it is now clearly the duty of the public authorities to take the matter in hand, and to provide for their continuance under competent and salaried teachers. It will probably be found expedient to establish one School of this description in each Ward, and to employ one teacher in each School, upon a stated salary, who could obtain, probably, by suitable efforts, the assistance of a sufficient number of unpaid volunteers, to carry on, under their supervision, the business of the Schools.

The existence of the evening schools during the past winter has been the means of calling the attention of the Committee to the number of children who do not attend any school. At one of them, many applications were received from boys from sixteen years old down to ten, who could give no good reason why they did not attend one of the public day schools. Some of them were Irish children, and seemed to have stayed away from mere ignorance. Others were Americans, who were idle, and whose parents did not compel them to go ; and others still were kept away by their parents or employers, that their services might be used during the day. This state of things requires the attention of the citizens, and they and the Committee must employ the powers placed by the law in their hands, to enforce the proper remedy. The law declares that "It shall be the duty of the resident ministers of the gospel, the select men, and the school committees in the several towns, to use their best endeavors that the youth of their towns shall regularly attend the schools established for their instruction." Unless this be done, the design of our public school system, to secure to the

State the benefit of an educated population, (a topic we have already sufficiently enlarged upon,) will fail of fulfilment, not so much through defects in the system itself, as through the neglect of its administrators in executing the powers placed in their hands by the laws of the Commonwealth. But there are many cases doubtless for which the only remedy capable of being efficiently applied is the establishment of evening schools, on the plan briefly sketched above. It is well remarked by the gentleman to whom the city is most deeply indebted in this matter, that "this point of the union of public and private exertion is almost a new one in the code of our social duties, but it is one that must become gradually more prominent, and must needs be properly developed and attended to. In providing schools for very young and very poor children, both of which classes are neglected under our present arrangements, it will have to be borne in mind, that what we commonly regard as the objects of school education are of very much less importance than the giving to the children such habits, tastes, and ideas as will strengthen them against the temptations to which they are exposed, and form their characters for further progress."

The Committee have made great efforts to secure the punctual attendance of the pupils in all the schools, and to effect this very desirable end, they have adopted a rule of exclusion, which is sure to bring every case of flagrant negligence to their immediate knowledge. They have in all such cases instituted careful enquiries into the cause of such absence, and restored the delinquent to school under such conditions as have generally proved effectual. But there is a class of boys and girls who have received indulgence from the Committee, so far as such indulgence can be extended without doing injnry to the general progress of the school. There are many whose parents or masters require or think they require their assistance at home a part of the time. Where this is really the case, the difficulty has been met by the teachers and the Committee as one to be regretted but not avoided. It is sometimes as deeply felt and as earnestly deplored by the pupils as by the teachers and the Committee; and it often happens that the scholar makes up by increased zeal and greater industry for the time lost to his studies by the necessities of his condition. Such persons the Committee have watched, as they struggled bravely against the hardships of their lot, with interest and sympathy, feeling as-

sured that they will grow up into virtuous men and women, and useful members of society.

But there are doubtless many cases in which convenience is mistaken for necessity, and where a little management on the part of the parent, and a little zeal on the part of the child would make a constant attendance upon school not only possible but easy; but the child dislikes going to school, and the parent is indifferent, and between the dislike and the indifference an excuse is got up, which the teacher cannot well reject, even while satisfied that it is false or frivolous. We would earnestly entreat the parents who are conscious that this remark applies to them, to reflect that they are sacrificing the highest good of their children; that they are allowing them to form unpunctual and shallow habits fatal to worldly prosperity, and to fall into a carelessness of truth very likely sooner or later to plunge them into dishonor. With regard to the schools, it is self-evident that their highest efficiency depends in no slight measure upon the constant attendance of all the scholars; and this the parents of the scholars must be satisfied of upon a moment's reflection. The teacher's proper business is in the school-room; he cannot fairly be expected to spend his time in remonstrating with shiftless parents, or drumming up recruits for his classes among the tardy, the ill-conditioned, the truant boys and girls, who vex his over-tasked spirit, and exhaust the patience of the Committee.

It is made the duty of the school teachers, as well as of other public functionaries, "to exert their best endeavors to impress on the minds of children and youth, committed to their care and instruction, the principles of piety, justice, and a sacred regard to truth, love to their country, humanity, and universal benevolence, sobriety, industry and frugality, chastity, moderation and temperance, and those other virtues which are the ornament of human society, and the basis upon which a republican Constitution is founded." It is also enacted that "the School Committee shall never direct to be purchased or used, in any of the town Schools, any school-books which are calculated to favor the tenets of any particular sect of Christians." Combining the two requirements of the law,—what is enjoined upon the teachers, as well as what is forbidden the Committee,—our School regulations require the teachers to conform to the provisions of the law, and direct that "the

Schools shall be opened in the morning by reading a short portion of Scripture, and repeating the Lord's Prayer." The Committee are unanimously of the opinion, that this is a suitable devotional exercise for a School in a Christian community; and that the reading of the Scriptures, from which all Christian denominations draw their religious ideas, and which all acknowledge as of divine authority, together with the repetition of the form of prayer given to his disciples by our Saviour himself, is not only in accordance with the law, but is carrying out the law in the spirit and to the letter. The custom has varied in the different Schools; in some the teacher only reading; in others the scholars have taken a part in the reading. At present the practice is uniform in all the Schools. The teachers only read, and perform the devotional exercises of the Schools. The Committee think it clear that they can find no more unsectarian sources of the moral and religious instruction required by the laws of the Commonwealth, than the teachings of the Prophets, the Saviour and his Apostles. The works of theologians and philosophers are of merely human authority, and are universally stamped with the imperfections and peculiarities of their authors, justly or at least inevitably exposing them to the charge of sectarianism. The instructions of teachers themselves must be open to the same objections; but it is plain, that with the limited exception of passages, few in number, on which the Christian sects entertain different views, and from which they severally draw their doctrinal peculiarities, no writings can approach the impartial character of the Scriptures, and no authority can be so universally binding on the members of a Christian community, as theirs. To this extent the Committee think they are bound by the law to go; but all special religious instruction, beyond the general requirements of the law, is properly left to the domestic circle, the church and the Sunday School.

Besides the informal visits made by the Committee to the Schools, two public examinations are annually held, each occupying ten days or a fortnight. The lower grades of Schools, that is, the Alphabet, Primary and Middle Schools, are examined by sub-committees, and the Grammar Schools, and the High School, by the whole Board, each member having a special department assigned to him. At the close of the examination in each School of whatever grade, one of the Examining Committee is appointed to state to the

School, in the presence of the friends and parents in attendance, the results of the examination, and their impression of the condition of the School, making at the same time such remarks as the circumstances of the School seem to require. In this way, an oral report of the condition and progress of every School is made semi-annually, with more details than it is possible to compress into the limits of the Annual Report required by law.

It remains now to give a brief account of the several Schools, as they have appeared in the formal and informal examinations and in the reports of the teachers.

In the First Ward, the Schools at the close of the year were the *Auburn Alphabet*, the *Washington Primary*, the *Washington Middle*, the *Auburn Grammar*, and in the Northern District, the *Winthrop Mixed*, the *Winthrop Middle*, and the *Winthrop Grammar School.*

The *Auburn Alphabet* School has been, part of the year, under the charge of Miss Mary S. Gould, assisted by Miss Eliza Gould; in the course of the year the former lady was transferred to the Washington Primary, and the Alphabet School, somewhat reduced in numbers, was left in the exclusive care of Miss Eliza Gould. The influences which had made this school a model of excellence, in its grade, continued to have the same effect, under the new arrangement, and the school has fully sustained its former high reputation, as was shown by the appearance of the several classes, and the order of the school at the last semi-annual examination.

The *Washington Primary* School has been a difficult one to manage, and its character has remained low until recently, notwithstanding the faithful efforts of preceding teachers. In fact, it had been in so feeble and disorderly a state, that its reformation seemed almost hopeless. But within a fortnight after it was taken by its present accomplished and excellent teacher, a great and remarkable change for the better was evidently going forward, and it is now one of the best Schools of its grade in the City. The gentleman, whose duty it was to make the report of the last semi-annual examination, states that "the Washington Primary appeared well, bearing marks of great effort and fidelity on the part of the teacher. The order was excellent and the recitations were good. Great care has evidently been bestowed on the reading, and especially the articulation of the scholars."

The *Washington Middle* School, under the charge of Miss Ireson, assisted until the last quarter by Miss Downes, has risen in character during the past year. It has labored under the disadvantage of being obliged to receive from the lower school classes not well qualified for promotion; but as this difficulty now has ceased, the industry and fidelity of the teachers will speedily raise the school, it is hoped, to a condition of equality with the best Schools of its grade. The general deportment of the scholars has been more to their credit than in any preceding year. The appearance of the school, at the semi-annual examination, was, on the whole, to its honor; some defects in enunciation were noticed; some want of promptness in Arithmetic. In most other things, the classes received, as they merited, the approbation of the Committee.

The *Winthrop Mixed* School has not been in a satisfactory condition. The scholars have seemed languid and inefficient, and they fell short of the point of advancement proper to a Mixed School. In fact, it is rather an Alphabet than a Mixed School. At the examination, the classes did not appear well, the scholars having gone over but little ground in anything, and not doing well in that little. The order was tolerable, though there was some restlessness and want of attention. But the unfavorable circumstances in which the school was placed the greater part of the year, may explain in part its present condition. While it continued in the old saddler's shop, much progress in scholarship was impossible; and when it was removed to the school-house in which it is now kept, the distance at which a large proportion of its members live, made regularity of attendance quite out of the question. Another school-house should have been built by the City near the Catholic Burying Ground. The necessity of a School in that neighborhood was demonstrated in a report submitted by the sub-committee of the First Ward. Another year should not be allowed to pass by without supplying a want so urgent and imperative.

The *Winthrop Middle School* has suffered from the defects of the Mixed School, from which most of its members are sent. It has also suffered from the temporary absence of its teacher Miss Wiggin, in the first quarter, through ill health, and during the last quarter. Her place was supplied, in the former absence, by Miss West; and in the latter, by Miss C. E. Downes, transferred from the Washing-

ton Middle. Yet the school has sustained itself well. Miss Wiggin has shown great energy in the government of the school, great skill in teaching, and unwearied fidelity in the discharge of all her duties. Miss West, during the few weeks in which she filled Miss Wiggin's place, gave entire satisfaction; and the qualifications and fidelity of Miss Downes, who still continues in charge of the school, were already known to the Committee, while she remained the assistant in the Washington Middle. At the semi-annual examination, inequalities were observed, but these were partly owing to irregularity of attendance, which was caused by the severity of the weather during the past winter, and by the distance of many of the pupils from the school-house. The school has been dismissed nine half days, the present season, on account of the low temperature in the school-room. In most of the branches the classes appeared well; in some, admirably; and it is justly remarked in the report upon the examination, that "the fact that that portion of the school who had attended regularly, answered promptly, correctly and with a good understanding of the subjects, was sufficient proof that the school had been in the hands of excellent instructers." The reading in this school was "very good indeed: the poetry was read admirably."

The *Auburn Grammar School* has been, during the past year, the victim of circumstances. The distinguished ability and fidelity of the master, Mr. Mansfield, have long been known to the Committee and to the citizens generally; and the order of his school, and the good breeding of the scholars, their accurate habits of study, their rapid progress and prompt command of what they acquired, have been frequently the topics of comment and applause. It required these long established excellences to withstand the injurious effects of all the inconveniences it has been exposed to during the past year. When preparations were making for the construction of the new school-house, the old house set forth upon its migration, and the school was displaced. The building was first taken over the tops of the grave-stones, to the most unoccupied corner of the burying ground, where it was proposed to have it remain for the use of the school, until the new house should be completed. Loud protests were soon heard through the organs of public opinion; and the old school-house, like a restless ghost with crime weighing upon his conscience, left the grave-yard upon its

spectral journey to the upper part of the Ward. The sub-committee hired the Baptist Vestry for the use of the school, and made arrangements for moving thither a sufficient number of the old desks to accommodate the scholars. This arrangement, however, was prevented from going into effect, and scholars and teachers were left to find shelter where they might. Something was saved in money by this operation; but on the other side, the first consequence was that the school was given up for ten days, amounting to a loss of time for a single individual, of about a thousand days, or three years of working time; and as time, according to Dr. Franklin, is money, the balance against the City, on this one item, was considerable. The Lyceum Hall next received the school on charity; beggars cannot be choosers, and have no right to complain if the eleemosynary accommodations are not so good as might be desired. Nevertheless it may be stated as part of the history of the Adventures and Sufferings of the Auburn Grammar School, that the Lyceum Hall, not having been built for such a houseless company, had no recitation room for an assistant, no out-door conveniences for the scholars, and no desks; so that the exercises of writing and drawing had to be entirely omitted, and the children were compelled to sit on benches intended for adults, and very inconvenient even for them. The school-house at length having ended its wanderings and reached a place of repose, about a mile off in the North District, the school left the Lyceum, and followed it thither; but here, on account of the distance, only a single daily session could be held, and the attendance became necessarily irregular — one of the greatest evils to which a school can be exposed. The approach of winter having rendered the inconveniences of the site quite obvious "to the meanest capacity," the vagrant school was brought back, and placed in the Baptist Vestry, according to the original plan; but here again were no desks; and it was decided that none should be procured, so that the exercises of drawing and writing were again omitted, and cannot be resumed until the new school house shall be ready for occupation in May. It is due to the school and the teachers that these circumstances should be mentioned; and it is owing to the untiring zeal and energy of Mr. Mansfield, his entire insensibility to the attractions of accidental vacations, and the devotion of body and soul to the welfare of his pupils, that the general excellence of the school has been so little

affected by circumstances so ruinous in their tendency. The waste of the scholars' time by the causes above detailed — adding the nine half days that the school was frozen out — will of course explain whatever falling off was observed in its literary condition at the late examination. At the close of the summer term, the uniform excellence of the exercises had not been materially lessened. In the February examinations, owing to the circumstances already detailed, no writing books or specimens of drawing were presented. In the other branches the appearance of the classes was, with few individual exceptions, excellent.

The *Winthrop Grammar School* is under the exclusive charge of Mr. Ladd, its able master. Though the school is small, he has had the disadvantage of being obliged to teach too many subjects and too many classes; the number of scholars in the school not being sufficient to call for an assistant. This is a circumstance which deserves attention in estimating the labors of the teacher or forming a judgment upon the condition of the school.

Mr. Ladd's peculiar excellence as a teacher is his faculty of making his scholars exercise their own powers of reason and reflection. This extends to all the branches taught in the school; but it is particularly striking in the exercise of reading, with which he connects a most critical study of the language in the pieces selected for practice. This is made by him an exercise which the maturest scholar may listen to with profit. The writing and map-drawing in the school are highly satisfactory; the same may be said of the Grammar and Arithmetic, "the scholars showing a good knowledge of the general principles of these sciences, analyzing problems and sentences with facility and correctness, and doing the work prescribed with great promptness." Some of the exercises in spelling and defining, at the last examination, were bad failures. In Geography, the classes appeared remarkably well; they were examined out of the track of the text-book, and bore the test admirably. The method of teaching history in this school has some advantages, inasmuch as the pupils are trained to investigate the subject rather than to learn by heart the statements of the book. They have been required to explain the meaning of the sentences, to point out every place on the maps, to find something concerning all the prominent characters on both sides, and to give an abstract of what they have studied in their own words. Their appearance at the examination,

which was devoted to the strictly historical part, was honorable to their fidelity and intelligence.

In the Second Ward, the schools are the *Mason*, *Franklin* and *Boardman Alphabet;* the *Dana Hill*, *Bridge*, and *Amory Mixed;* the *Harvard*, *Broadway*, and *Franklin Primary;* the *Harvard*, *Mason*, *Franklin*, and *Dana Hill Middle;* the *Harvard*, *Mason*, and *Broadway Grammar Schools.*

The *Mason Alphabet* School was so large at the beginning of the last term as to require an assistant. The school excels in good order, and the teachers have been interested and energetic in their work, devoted to their duties, as well as skillful and capable. In all respects, it is in a very satisfactory condition. The *Franklin Alphabet* is also in good condition, having been under a teacher of long experience and great fidelity. The *Boardman Alphabet* is a good school. It is composed in part of rather unpromising materials, but the children have been well taught, and are making fair progress. They have appeared well at both of the semi-annual examinations: some of the faults noticed in the first, were found to have been corrected in the second.

The *Dana Hill Mixed* has been in an unfortunate condition, in spite of all the effort of the Committee to make it a good school. During the first six months it was in an unsatisfactory state, and at the annual election, in August, the teacher was not re-appointed. It has had three teachers within the last six months. The first, after making a good beginning, was obliged, by ill health and sickness at home, to resign. Her place was filled temporarily by one of the assistants of the Harvard Grammar school, who would probably have succeeded, for she did well as long as she stayed. The last has failed to improve the school, which is now in a bad condition, requiring renewed effort for its improvement. The *Bridge Mixed* is the only one in the city which contains middle, primary and alphabet scholars, and consequently is one of the most difficult to teach; but it maintains its former excellent condition, under the careful and unwearied management of its excellent teacher. The *Amory Mixed* would be a good school, but it is placed in the most unfavorable circumstances. It is in a dwelling house, the lower part of which was occupied by a family, who showed a strong predilection, in their cookery, for onions and other odoriferous articles of the kitchen. The crevices in the floor gave the school the full

benefit of the fragrance of every sacrifice made on the domestic altar below. "Pure oxygen and the fragrance of the rose," says the report of one of the Sub-Committee, "will soon become unknown terms to the children, if they are much longer pent up in so unendurable an atmosphere." The teacher is capable and zealous; but it would be unreasonable to expect the highest excellence in a school, where, besides being constantly in bad odor, one-fourth of the scholars, owing to the arrangement of the room, are out of the teacher's sight, at any given time. We have been the more particular in describing the circumstances of this school, because it illustrates the necessity there is that the city government should promptly furnish proper school accommodations.

The Primary Schools are the *Harvard*, *Broadway* and *Franklin*. The *Harvard Primary* has been under a new teacher, the past term. It was thought for a time to be in an unpromising condition, but it has recovered itself, and is now in a satisfactory state. It passed a good examination, and several points in the instruction given there—such as the drawing on slates, and the spelling—received the pointed commendation of the Committee. The *Broadway Primary* is a large school, with a teacher and assistant, both of whom have devoted themselves with assiduity and success to the discipline and instruction of their pupils. All the exercises at the examination were well and promptly performed. The order of the school, the exercises in drawing, and the reading of a poetical selection by the second class, were particularly noticed by the Committee. The *Franklin Primary* has continued under the same teacher, who has had charge of it for several years, except an absence during a part of the last term, when her place was well supplied by a substitute. The school maintains its character. At the examination the Committee report that the enunciation is deserving of especial commendation. The first class read a piece of poetry with unusual spirit and intelligence, and their other performances were commended.

The Middle Schools are the *Harvard*, *Mason*, *Franklin* and *Dana Hill*. The *Harvard Middle* has been found, in the visits of the Committee, in good order, though at the examination the appearance of the school was not satisfactory. The Committee were not pleased by their reception on the part of the teacher, and several of the clases failed badly in their exercises. The *Mason Mid-*

dle. This is on the whole a good school. There has been some failure on the part of the assistant to interest the pupils under her immediate charge; but at the examination, the school appeared in excellent condition. The scholars had made much greater progress in writing and drawing than could reasonably be expected in a school of this grade. The other exercises were generally good, though in the lower classes there was some deficiency. The *Dana Hill Middle.* This school is remarkable for its good order and regular drilling. Its movements are as regular and systematic as a chronometer, and it is a pattern of neatness. It maintains the reputation it has already acquired, and is, in all respects, an excellent school. The *Franklin Middle* has been considered an orderly and good school. At the Summer examination, the exercises were generally excellent, some of them remarkably so. The enunciation was mentioned as being very fine, and the order unexceptionable. At the Winter examination the order was not so good, and some of the exercises were only respectable.

The *Harvard Grammar School*, under its experienced and faithful master, has done exceedingly well through the year, and made very good progress. At the summer examination, the classes showed that they had been well taught and drilled, though there were individual failures. Some deficiency was noted in the History; and the recitations in Geography were good, though rather too close after the words of the text-book. In Grammar, difficult sentences were well analysed and correctly parsed; and the reading was generally slow, distinct and intelligent. During the early part of the last term, the school suffered from its crowded condition, but the trouble was diminished by the appointment of an additional assistant. It is now in an excellent condition in all its departments, with a corps of efficient and devoted teachers, and well taught and attentive pupils. This statement is confirmed by the reports of the several examiners at the close of the Winter Term.

The *Mason Grammar School.* This school has been found to be in a fair condition on the whole, but not equal to the just expectations of the Committee, though the master and his assistant have labored to improve it. In the summer examination, most of the exercises were respectable, and some of them excellent. History is taught in this school chiefly by lectures, the substance of which the pupils are required to note down in their own language. This

was commended in the last report; and it is of value, independently of the branch to which it is applied. It helps to fasten the attention on what is said, and facilitates the formation of a ready and fluent style. The classes appeared well in this department, at the winter examination; but it was observed that in many of the books of abstracts exhibited to the Committee for examination, there were numerous examples of bad spelling, imperfect punctuation, and entire ignorance of the rules for the use of capital letters. These points ought to be carefully attended to; otherwise the benefit of learning to write rapidly will be more than counterbalanced by the vices of haste, negligence, and the vulgar faults above alluded to. The reading of the sixth class was deserving of high commendation. Some defect in the classification was noticed. This should be attended to, inasmuch as it produces confusion in the school, and lessens the efficiency in instruction. On the whole, the school is thought not to have improved, if it has maintained, its position.

The *Broadway Grammar School.* This school is in an improving condition. The master is faithful and devoted to his work; and the assistant, who was appointed during the summer term, is a thorough and accomplished teacher. At the summer examination, the school appeared well with some exceptions. Many of the exercises were noted as of a superior order. Some of the younger pupils read delightfully. The first class failed in distinctness of enunciation, though it ought to be stated that the piece selected for this exercise (the poetical address to the Mummy) was too difficult, abounding in unusual words and remote allusions. At the last examination, there were some bad failures in Arithmetic; and generally the failure of the first class in this branch was more decided than has recently been witnessed in a Cambridge Grammar School. In Geography, History, and in the other branches generally, the scholars appeared much better. The appearance of the first class in Arithmetic was somewhat affected by the circumstance that several of its best scholars had recently withdrawn from the school.

The schools in the Third Ward are, the *Putnam*, *Thorndike*, and *North Alphabet;* the *Otis*, *Putnam*, and *Eastern*, *Primary;* the *Otis*, *Thorndike*, and *North Middle;* and the *Otis* and *Putnam Grammar Schools.*

The *Putnam Alphabet* is a very numerous school, and the conveniences of room are not adequate to its wants. The assistant is obliged to teach her classes in the same room with the principal, and the order of the school is somewhat injured by this circumstance. This school is hardly what we have a right to expect, but at the February examination the order was good, and the classes appeared creditably. The *Thorndike Alphabet* is in a prosperous condition, and the devotion of the teacher to her work is rewarded by the steady improvement of her pupils. At the examination, the school made a very favorable impression, though there was some inequality in the character of the performances. The *North Alphabet.* This school has sustained its character, although its former teacher, whose high reputation is well known to the Board, was promoted to a Primary School, and the vacancy was supplied by another. In judging of this school, it should be considered that only one child in it is of American parentage. At the examination, there was some want of order, and the classes appeared backward. The attendance, owing to the unremitting labor of the teacher, was better than in any other school of its grade in the city. Great credit is due to the teacher for this, and for the degree of general success she has had with these somewhat unpromising subjects.

The *Otis Primary.* Several changes have been made in this school. Miss Adams, the teacher who had raised it from a low condition and made it a good school, was obliged to obtain temporary leave of absence on account of ill-health. Her place was well supplied by Miss Phipps. Miss Conant was transferred to this school, at the close of the term, and the school has made rapid improvement under her able management. It appeared well at the examination. In reading, though too rapid, the articulation was distinct, and in some instances excellent. A few have practised drawing and writing; one scholar was noticed as having been remarkably successful. The singing of two little girls was reported as very beautiful.

The *Putnam Primary* suffered from the absence for ten weeks of the very faithful and competent teacher. At her return, early in the Winter term, the school began again to make rapid progress, and is now in a good condition. It appeared to great advantage at the examination. The enunciation was *throughout* good, and

the other exercises generally satisfactory. The *Eastern Primary* is a school of distinguished excellence in its grade. At the examination, all the exercises were highly creditable to scholars and teacher; the order was excellent. *Thirteen had not been absent or tardy for six months.*

The *Otis Middle* is considered a model school. The teacher knows exactly how to make children learn, and evidently takes great interest in their progress. The exercises at the examination were all excellent, and some of them were pronounced perfect. The teacher seemed to have the love of all the scholars; and this, no doubt, has been one of the most powerful influences in making the school the admirable one it is. The *Thorndike Middle* has made important progress, and is now in a very good condition. The classes all did well at the examination, and some of them excellently. The *North Middle.* This school, with the exception of two children of native Americans, is composed of those of foreign parentage — of the Irish laborers in the Glass Works chiefly. The attendance has been irregular, thus adding to the other serious difficulties the teacher has had to struggle with. But she has labored with great zeal and energy to make this school compare favorably with others of the same grade in the City. Considering the peculiar circumstances of the case, the improvement made in the school has been very meritorious. Some of the exercises at the examination were very good, and all were better than could have been expected from such a class of pupils. The teacher combines gentleness with energy, and has secured a strong influence over the rough natures with which she has to deal.

The *Otis Grammar School* has continued to the end of the year without any change of teachers or discipline. A constant improvement has been noticed in the scholars at the monthly visits of the Sub-Committee, and it has been evident that the teachers were doing their duty faithfully to the school, and rendering a good service to the city. At the summer examination, the classes made a uniformly good appearance. It was noted that one little girl analyzed and explained the inelegance of a very common but incorrect expression, *the house is being built.* At the February examination, the classes in arithmetic, the fourth in particular, were found deserving of the highest praise. The only fault noticed

in the history was a too close adherence to the words of the book. The other exercises were all excellent, and the school is entitled to the praise of having made great progress. The master, Mr. Noble, is one of our most valuable public teachers; always zealous in the discharge of his duties, and in requiring his pupils to discharge theirs; and he is ably seconded by his assistant. Everything is done in a precise and orderly style, and the school is in a very flourishing condition.

The *Putnam Grammar School.* This school has now for some years been one of the celebrities of our city, and it continues to maintain that degree of excellence, which has secured to it the reputation of being a model Grammar School. At the commencement of the winter term, Mr. Lassell, the indefatigable and able master, found it necessary, on account of a severe bronchial affection, to relinquish instruction in a great measure, and to avail himself of the assistance of the scholars in the first class. This state of things lasted eight weeks, when Mr. Lassell left the school, on a temporary leave of absence, and Mr. Whipple, a graduate of Harvard University, was appointed to fill his place. Notwithstanding these interruptions the school has continued prosperous. The appearance of the school, at the summer examination, was admirable in all respects. In History, Geography, Reading—in short, in all the branches, the classes showed that they had faithfully studied their tasks, under the best of instructers, and that no time had been wasted. It deserves to be mentioned, that the reading of the first class was so beautiful, that the examiner, albeit unused to the melting mood, was unwilling to interrupt the exercise by asking questions.

The second class read from Gray's Elegy, with fine taste and expression, and gave explanations of the sense, allusions and imagery, that were excellent. At the February examination, no falling off was noticed. In some of the classes, a little irregularity was visible in the Grammar and Arithmetic, though the general result was gratifying. The examiner remarks, "the best exercise I conducted was that of the first class in Grammar: very difficult questions and problems were given to them, and the answers were prompt and correct. Accuracy and spirit continue to characterize the performances of this school." The examination in History was of a most satisfactory character. The Committee

consider themselves fortunate in having been able to secure the services of so accomplished a gentleman, and so able a teacher, during the regretted absence of Mr. Lassell. Mr. Lassell has been one of the most faithful and successful masters ever employed in Cambridge. The respect and good wishes of the Committee go with him, in his search for health under the softer skies of the South. May he soon be restored to his friends and to his customary duties.

One school more remains to be noticed—the *City Mixed.* Near the beginning of the winter quarter, a school was established at the Almshouse, and placed under the care of Miss Chenery. She is an energetic and faithful teacher, and has already brought these forlorn and neglected children under good discipline. The school promises to do much good, where this kind of doing good was especially needed.

We have now noticed, however imperfectly, the principal points in the condition and character of each school in the City, except the High School, which will be considered by itself. A few topics remain to be briefly adverted to, which have received but a passing allusion in the previous survey. Some general remarks, applicable to all, and statements on these topics, comprehending all of the schools, are more conveniently brought in here.

GEOGRAPHY.

The recitations in Geography were as good as can be expected, while the present method of studying that subject is continued. It is, for the most part, a mere loading the memory with words conveying few definite ideas, and of course awakening little interest in the mind of the scholar. The children were familiar, generally, with the language of the manual, but when taken out of the book, they not seldom failed altogether. The Winthrop school was an exception to this remark. On the subject of a reform in the manner of teaching Geography, we have already remarked; the general views on this matter, expressed in the introductory observations, are strikingly confirmed by the facts just now stated.

WRITING.

The pupils of the Auburn School were unable, during the winter quarter, to attend either to writing or map-drawing, for want of suitable accommodations. In all the other schools, writing books

were presented, and in all, except the Mason, the number of books corresponded very nearly with the number of scholars. In the Mason School, the number of scholars was eighty-seven — the number of writing books but fifty-one. It was stated, in explanation of this circumstance, that many of the pupils had spent the time devoted to the writing exercise, in transcribing historical sketches.

In most of the schools, one half hour is devoted to writing, four days in the week; in the Harvard School, three hours per week are assigned to this branch; in the Winthrop School, the practice is to write half an hour every day for two months, and then only once a week for the remainder of the term.

The Committee deem it wise to allow each teacher to select the system of penmanship, which is most agreeable to himself. In the Broadway, Otis and Putnam Schools, Root's system is used; in the Mason School, A. L. Strong's in part, and in part, blank books with copies written by the assistant teacher; in the Harvard and Winthrop Schools, blank books are used entirely, and the teachers set their own copies; and it may be stated, that the penmanship of all the teachers, who write their own copies, is of a high order of excellence; the handwriting of the assistant teacher in the Mason School deserves particular mention, being almost equal to copperplate.

The writing books in all the schools were remarkably neat and free from blots. Much care has evidently been bestowed upon this branch. Some of the books indicated carelessness on the part of the scholars in the formation of letters, and in writing on the wrong lines; but in by far the larger portion, very good improvement was manifested, and many of the books were beautifully written throughout.

The best written books were found in the Broadway, Harvard, Winthrop and Putnam Schools. In the Otis School, the writing of the first class was excellent; that of the other classes not so good. In the Mason School, a portion of the books were neatly written, and showed good improvement; but many of them exhibited carelessness, especially in writing on the wrong lines. As a whole, the writing, though fair, was not as good as in the other schools.

This department may be reported as in a very satisfactory condition; and it is the impression of the Committee, that the instruc-

tion in writing in our Grammar Schools is such, that any scholar, who desires it, may become a good penman.

DRAWING.

The only school, in which drawing has been practised during the winter term, is the Otis. Eleven specimens were exhibited here, five by one boy, two by one girl, and one each by four other scholars. They were all very beautiful specimens of the art.

MAPS.

Maps were presented in the Broadway, Harvard, Winthrop and Mason Schools. In the Auburn School map-drawing had not been attended to for reasons above specified. No maps were presented in the Otis and Putnam Schools.

In the Broadway School, there were fourteen maps; mostly maps of the world. They were very well executed; not so well perhaps as some in a few of the other schools; but very well when we consider that map-drawing has not been much practised here till lately. The members of the first three classes attend to this exercise.

In the Harvard School, maps are required from the first and second classes, and all the members of these classes, with one or two exceptions, had drawn one or more. They were all very creditable performances, and some of them were excellent.

In the Winthrop School, sixty-eight specimens were presented; one map at least from every member of the school; and from a few of the best scholars two or three each. Every scholar presents a map once a week. This school deserves high commendation both for the number and excellence of the maps. Nearly all evinced skill, and some were superior performances.

In the Mason School, maps were presented by twenty-three scholars, members of the first three classes; each scholar had drawn five or six. They were very neatly executed, and very creditable to beginners. Very little attention has been paid to map-drawing in this school previously to the last term.

Map-drawing should be required in all the Grammar Schools. The extent to which it shall be pursued may be left in some degree discretionary with the teachers; but the scholars in the first, second and third classes at least might engage in it with advantage. It is a great aid to the study of geography; serving to fix perma-

nently in the mind of the pupil the form and extent of different countries, the course of rivers, the situation of towns, and various other matters not easily learned, and very easily forgotten; while at the same time the pupil may be acquiring skill and facility in the art of drawing.

CARDS.

In the Harvard and Winthrop schools the cards were kept so imperfectly, that but little could be learned from them with regard to the attendance or deportment of the scholars. This is a defect in these two schools, which will undoubtedly be rectified forthwith. Each scholar should have his or her own card, and it should be kept accurately by the teacher. In the other Grammar Schools the cards had received careful attention, and from them much information was derived, the most important part of which will be found included in the statistical tables appended to this report.

Eighteen books were presented by the members of the third class in the Mason School, embracing questions and definitions of words. As a part of the exercise in reading from the Instructive Reader, each scholar writes down forty or fifty words, and prepares himself to define them; also a series of questions with regard to the subject matter of the lesson, all of which he is expected to be able to answer. This seems a very useful exercise, and the books, on the whole, were creditable, although not much can be said in praise of their penmanship or orthography. The Instructive Reader contains much valuable information, but it is not a good book from which to learn to read, and care should be taken that too much time is not spent upon it. As a general rule, it is best to try to learn but one thing at a time; and it is of little use, while teaching Reading, to attempt at the same time to teach Natural History, Anatomy, Physiology, Astronomy, and a dozen other sciences. The result of such a course will be, that, whether the amount of scientific knowledge acquired be large or small, but little progress will be made in Reading.

READING.

The reading of the Grammar Schools is, in general, to be commended. The time allotted to this department, as to all other branches of study, on the day of examination, is necessarily very brief, and where a class, as was the case in some of the schools, is

large, but a few lines can be read by any scholar. The pupils often suffer from diffidence also, and seldom acquit themselves so well as they might, were a longer period given to them. At the winter examination, the first class and the lowest were the ones examined in reading, and, with but few exceptions, gave evidence of careful drilling on the part of the teachers, and of attention on the part of the scholars.

In the Broadway Grammar School, the main fault in both the first class and the sixth, was a lack of animation. Not all the scholars erred in this respect; the boys being more chargeable with the fault than the girls. In the Harvard Grammar School, this error was not noticed; the first class read with correct modulation and fine enunciation. The fourth class acquitted themselves well for scholars of their age. In the Auburn Grammar School, the fourth class read in a very satisfactory manner. The pupils seemed to understand the subject which they were reading about, and gave the sense admirably. The first class, too, read with good taste and expression, but the effect was somewhat marred by a disposition on the part of some scholars, to clip seemingly unimportant syllables, and suppress little words. The Winthrop Grammar School is eminent for excellence in this department. Few better readers can anywhere be found than some of the members of this school. In the Mason Grammar School, the reading of the classes heard was quite creditable. A little more energy and fire on the part of certain scholars in the first class would be an improvement. The sixth class, however, considering the youth of the scholars, did exceedingly well, and by the distinctness of their enunciation, give promise of future excellence. Both the Otis and Putnam Grammar Schools furnished some excellent readers. Pieces of prose and poetry and of different styles of composition were read with ease, propriety and judgment for the most part.

Greater attention, we were glad to see, has been paid to this branch of education. Much, however, yet remains to be done, and it is hoped that neither teachers nor scholars will abate their efforts. While other branches of study are earnestly pursued, reading must not be undervalued or neglected.

COMPOSITION.

The Committee do not expect any very elaborate articles from

pupils in the Grammar Schools. The main design should be to form habits of correct spelling and easy expression, and to learn how to use capital letters, and how to place the marks of punctuation. If in addition to accuracy in these respects, good specimens of penmanship are presented by the pupils, it is all that we have a right to require. If any thing more is attempted, the teacher should insist on these matters being carefully attended to. In the Auburn Grammar School, no writing of any kind has been performed for months, the peculiar circumstances of the school forbidding it. In all the other schools, composition of some kind was furnished. Among the sheets presented, at some of the schools, several were noticed, which, for *matter* no less than *manner*, deserve much commendation. This was the case particularly in the Otis and Putnam Schools. In the Mason Grammar School, the exercises furnished were manuscripts of lectures given by the teacher on historical subjects. The spelling and punctuation of some of these were very inaccurate, and in one of the other schools, where the scholars were instructed to make out forms of bills, many of the computations were very faulty. Too much care in pointing out and correcting such errors can hardly be exercised by the teachers. In the majority of cases, however, in all the schools, with one exception, the compositions furnished were unexceptionable in manner.

MUSIC.

One of the most interesting matters connected with the examinations was the Singing. Many a time, when the Committee had become almost wearied by their toils, the sweet strains of youthful voices relieved their aching heads, and gave them renewed vigor for their tasks. When we say that we were at once charmed by the melody we listened to, and convinced that the City wisely spends the amount appropriated for the salary of the teacher of Music, we are confident that every parent, every individual who attended any of the examinations, will give us credit for sincerity. We deem the City highly favored in securing the services of a gentleman of so much musical ability, of such untiring industry, and of such courtesy, as Mr. Lincoln possesses. Not content with teaching the scholars to sing in concert, not satisfied with training the ear, Mr. L. takes great pains to instruct all the scholars in the science of Music. Those who have attained sufficient age are expected to commit to memory numerous rules, and are thoroughly

drilled in both theoretical principles and their practical application. It is indeed highly gratifying to notice the proficiency already gained by many of the pupils; and believing, as the Committee do, that nearly every scholar can learn to sing, as well as to read, we trust that this branch of education will continue to receive the fostering care of the city.

The masters of the Broadway and Mason Grammar Schools are both good teachers of Music, and give instruction to their pupils in this branch. The singing in each of these schools was excellent.

HIGH SCHOOL.

This institution has now been in operation between three and four years. Under its present able master, and his assistants, it has gained a reputation which places it undoubtedly among the foremost public schools in the Commonwealth. The people of Cambridge look upon it with favor and laudable pride; and it is often referred to by citizens of other towns, as a model worthy of imitation. Distinguished foreigners, visiting the United States to make themselves acquainted with our system of public education, have examined with interest and approbation, the details of our High School System, and have watched its operations with care. It binds together the parts of the complicated system of our public schools, which has been matured by the experience, forethought, personal labors, and anxious cares of committees and teachers through a series of years; and it is intended to finish the work, begun in the local schools of different grades, by furnishing a higher education to all the youth of both sexes, who have qualified themselves to pass the examinations, and are desirous to enter upon its studies. This is one of its peculiarities. It is founded on the idea that girls are equally entitled with boys, to the benefits of literary and even scientific culture. In Boston there is no public school for girls corresponding to the Latin and English High Schools; and the want of such an institution, though supplied for the wealthier classes by the excellent private schools which have done so much for the culture of Boston society by educating the women, is still felt deeply by those who cannot afford to pay the prices for tuition, which are necessarily large. In Cambridge, our system is wiser, more republican, more philosophical. The object we have aimed to accomplish is to train up both sexes equally. We have not noticed, in our observation and expe-

rience of life, that the Creator has less bountifully endowed one half of his rational children, than he has the other. Their characters, tendencies, tastes, affections are different; for "all nature's difference makes all nature's peace;" but both are alike intellectual and moral; both alike require the development of their faculties; both alike are permitted to enjoy the pleasures of literary culture, and to comprehend the greatest truths of science; both alike, in after life, have constant occasions to use all the knowledge they possess, and to task all the strength of the reasoning faculties they have received from nature or acquired by education — each in their appropriate sphere: — and both are alike exposed to the evils of ignorance and the impostures of knavery. They are destined to pass through life together; having the same interests, with common sources of happiness, common duties, common hopes, both for this world and the next. It is the plainest dictate of good sense that they should be educated alike, so far as education is a general preparation for specific duties, in the various careers of life. Observation in the schools has constantly shown, that whether in literature or science, whether in language or mathematics, the girls are fully equal in capacity to the boys; and if the reports of our committees are to be trusted, they are in many things their superiors. We may perhaps flatter ourselves that this is owing to the earlier growth and maturity of the female mind. If so, it is another reason why their minds, during the rapidly forming period of youth, should have the full benefit of the best education we can give them. It has further been found advantageous to both sexes to be educated together. There is a natural and most beneficial influence mutually exercised, like that between brothers and sisters in the family circle. They learn to appreciate and respect each other, and the tone of manners, on both sides, is made purer and more refined by this beneficial intercourse. Candor, however, must admit that the chief benefit is received by the boys; their ruder natures more need the softening and refining process, than the gentle and delicate natures of girls. "A boy," says a German writer, "is a little barbarian, out of whom a man is to be formed." This was written in a country, where the sexes are wholly separated during the period of their education. The expression is strong, but it has a basis of truth; and there is nothing so well suited to cure a boy of his native barbarism as the influence of the

other sex, exerted not only by their daily presence, but by their sharing in the same intellectual pursuits.

The experience of our public schools has settled the question, so far as the youth of this city are concerned, as to the desirableness of bringing the sexes together within the sphere of each other's natural influence, in all the stages of our public education. This association and equality in studies is one of the characteristics that have struck foreigners most strangely; a common objection to it has been that it must unfit the girls for the domestic duties in which their lives are to be spent. But there is a general principle to be laid down in education; that the best educated man will best discharge every duty; and it is absurd not to extend a law of human life to the better half of the human family: the completion of the rule is, the best educated woman will best discharge every duty that may devolve upon her in domestic life. A woman will govern her household none the worse, for knowing history, mathematics, languages well. She will preside over the social circle none the less gracefully for being able to take an intelligent share in literary, scientific, or generally intellectual conversation. She will direct her cook how to roast, or boil, or bake; how to combine the elements of a pudding, or blend into mysterious harmony the multiform ingredients of a pie, none the less skillfully for knowing how to work a problem in Euclid, or scan a line in Virgil. This is not a conclusion of theory, but a fact of experience. The citizens of Cambridge, therefore, have wisely resolved that their daughters shall be educated as well as their sons; and their daughters, with equal wisdom, have resolved to turn the opportunity to the best account; they are as well educated as their brothers — perchance better; for one reason why it is necessary to continue the studies of boys longer than those of girls, by sending them to scientific schools and colleges, is the greater slowness of their intellects.

The arrangement of studies in the High School is made so as to accomplish a double purpose. First, to carry forward the English education commenced in the lower schools, to a point at which the youth is well prepared to enter as an apprentice on some practical business; and second, to enable those who desire to enter college, to prepare themselves for admission, in the ancient languages; or if they do not propose to pass through a college course, to acquire such a knowledge of the ancient languages as may be useful to

them in studying the mother tongue, or in the general cultivation of taste. We might add as a third aim, to enable those who desire it, to combine parts of the two concurrent systems, according to their individual purposes. This double or treble system, of course, makes the work of the school much more various than it is in schools of any other grade, and renders a complete classification much more difficult, if not quite impracticable.

During the past year, the High School has made vigorous progress, in all respects. The classification, necessarily imperfect when the school went into operation three years and a half ago, has gradually improved — perhaps as fast as circumstances would allow. The effect of the examination for admittance here has been beneficial to the other schools, both in bringing greater uniformity into their studies, and in stimulating them to higher excellence. The examinations every year have shown improvement in the Grammar School classes, which come up to the High School. The number of those who desire to avail themselves of its advantages, has increased beyond what was anticipated at the beginning, and it is desirable it should increase still more ; for it is a striking exhibition of the imperfect manner in which the theory of universal education is carried into effect, that at every successive grade of our schools, a portion of the classes fall off and disappear. Large as the High School is, comparatively but a small portion of the children of the city ever reach it. We should be glad if every child who enters an Alphabet School, could be carried forward to the end of the third year in the High School; but this is too much to expect. What is to be expected, however, is that as the benefits of High School education become better known to the citizens, there will be a greater pressure to gain admittance for their children. The building, which when built was thought to afford more than ample accommodations for the probable numbers of the school, at least during the present generation, already falls far short of what the school requires, and in a year or two at the farthest, some considerable additional accommodations will be imperatively required.

During the past year, one hundred and eight have been examined, and ninety-eight admitted to the school; the whole number of members, during the year, has been two hundred and seventy-three. The regularity of attendance has been constantly improving, and

considering that many of the scholars come from a distance of two or three miles, the percentage of attendance — being eighty-eight for the whole year, and ninety-two for the past term — is highly satisfactory. The moral condition of the school has been encouraging. Few flagrant offences against its order have been committed; discipline has been seldom administered, and when administered, it has effected the reform of the offender. In the report of the master it is remarked that "changes of this nature — and they have been quite numerous — have been among the most encouraging incidents in the history of the school. It certainly speaks well for the general discipline of the school that there have been so many instances in which scholars, that were doing ill, have learned to do positively well, and in some instances have attained to high degrees of excellence. On the other hand, I do not recollect an instance in which a scholar has declined, and left school in a worse condition than he entered, except perhaps in two or three instances in which parents have interfered and arrested the course of discipline through which their children were passing."

The manners of the scholars have generally been such as the friends of the school could desire: perhaps the exception to this statement least creditable to the good principles and good feelings of the scholars, was the disorder some of them committed last term, taking advantage of the refined and gentle disposition of the accomplished sub-master, who was wearing himself out in their service, and who consequently found it necessary to resign his place. This ought to be mentioned by way of severe rebuke to the petulance of that inconsiderate age. It shows, again, the truth of the charge made by the German writer just referred to, that "boys are barbarians," and in this case we are sorry to add that the charge should be extended to a few girls. It might have been supposed that children so placed, under so many restraining and civilizing influences, with so many circumstances to keep alive a sense of self-respect and gratitude for the benefactors of their minds, would at least have maintained the decorum of the school-room, and abstained from disturbing with rude uproar, the labors performed for their good by a gentleman and scholar whose only fault was the unmerited clemency with which he spared the rod. Solomon was indeed a wise man.

It is unnecessary to say that the Head of such a school requires

to be a man not only apt to teach, but possessing administrative talent. Mr. Smith, the master, is too well known in both these capacities to the citizens of Cambridge, to need that his peculiar qualifications for the arduous and responsible post he holds should be pointed out. Suffice it to say that he has conducted the school through the past year in a manner which has continued to justify the opinion of his talents and his character which led to his original appointment. Those who are most familiar with the school, best understand the difficulty, laboriousness and perplexing variety of duties he is daily called upon to discharge, and best appreciate his industry, his ability, his zeal, and his single-hearted devotion to the prosperity of the school.

At the beginning of the year, the vacant place of sub-master was filled by the appointment of Mr. Ezra Abbott, Jr., a gentleman of uncommon literary acquirements, mildness of manners, and moral worth. He held this office until January, when to the great regret of the Committee and of the school, the circumstances above alluded to occurred, which led to his resignation. Besides his faithful labors as a thorough and critical teacher, he rendered the school an important service by preparing an accurate and elaborate catalogue of the library, the desirableness of which was pointed out last summer by the committee of citizens, who at the request of the Board, examined the library and made a special report upon its condition and character. Miss Frances L. E. Hastings was at the same time appointed as third female assistant. In May, Miss Bubier, who had held the place of second female assistant for two years, was obliged, by domestic affliction, to resign. The Committee lamented the cause of the necessity, and felt that her retirement was a loss to the school; but they were forced to acquiesce in the reasons of her withdrawal. This vacancy was filled by the appointment of Miss M. H. Everett. In both these appointments the Committee have been very fortunate. Miss Hastings is a teacher of uncommon ability, as well as literary acquirements; she has helped to confirm the views expressed a few pages back, by showing that a lady can teach mathematics with as much thoroughness and success as any masculine mathematician. Miss Everett is also attaining to a high degree of excellence as a teacher; and has shown that a lady can govern and discipline scholars as well as any disciplinarian of the other sex. Miss Manning, the experienced,

able and highly esteemed first assistant, has continued to exhibit her well known skill and excellence in teaching, and in maintaining good order in her classes. The greater part of the French instruction devolves upon her. Her thorough knowledge of the French, —her accurate pronunciation and her unwearied zeal,—make her one of the best teachers of that language the Committee have ever known.

Upon Mr. Abbott's resignation, Mr. John Emory Horr, a member of the Senior class in Harvard University, was appointed to succeed him. He has made a good beginning, and bids fair to be a very successful teacher.

The proportion of those who have studied in the different departments during the past year, is exhibited in the following schedule:

Senior Class. — In the Classical Course, 35; in the English Course, 15.

Middle Class. — In the Classical Course, 33; in the English Course, 4.

Junior Class. — In the Classical Course, 45; in the English Course, 41.

Total in the Classical Course, 113; in the English Course, 60; grand total, 173.

The examinations of this school are attended by the whole Board, each member taking some one department or class. At the close of the examination, the Committee retire for consultation, and one of their number is appointed to give an account of the examination, and their impressions of the state of the school, in the presence of the school and the assembled company. At the summer examination, this duty was performed by Mr. Felton.

It would occupy too much space to enter into the minutiæ of the results of the examination; but it may be stated in general terms, to have shown that the scholars and teachers had faithfully done their respective duties. In the Greek, Latin and French languages, the exercises both in writing and translating were generally excellent. In some of the books of written exercises in French, a few errors in gender were noted. The Senior class read with good pronunciation and translated accurately; the pronunciation of one division of the Middle class was imperfect; in the other division it was better. Translation from English into French was performed by

the first class extremely well. The Latin classes appeared well, for the most part. The principles of the language were well understood and illustrated, and the rules of construction promptly given. Some failures occurred on the part of two pupils who had been much absent. Several of the class in Cicero were imperfect, and showed inelegance in translating; but all had a fair knowledge of the subject matter of the oration. The class in Greek did well for beginners. They answered grammatical questions well, and translated with a good degree of correctness.

In the English department, the classes in Natural Philosophy, Moral Philosophy, Chemistry, Algebra and History, passed excellent examinations. The analyses in the Moral Philosophy class were thought to be a very useful exercise, and to have helped them to a correct understanding of the subject. The class in Astronomy was less successful. The Reading was intelligent; the questions asked upon the book read being well answered. The fault of the reading generally was that it was too low and too rapid; the enunciation was defective; a few read deliberately, with good enunciation, and in all respects beautifully. The committing passages of poetry to memory, practised to some extent, is a very useful and improving exercise. Many pieces of composition were presented, written with simplicity and good taste. In some, however, there was too much attempt at fine writing, occasionally falling into bathos; in others, there were errors of construction, punctuation and spelling, as for example the very common error of writing *affected* for *effected*.

A very interesting public exhibition was given by the scholars of the High School on the second of August, at the close of which a parting hymn was sung, written by one of the scholars. The City Hall was crowded with pleased and interested spectators, and the occasion was honored by the presence of Mr. Sears, the Secretary of the Massachusetts Board of Education, the Hon. C. W. Upham, and the Hon. Mr. Everett, all of whom favored the company with eloquent addresses.

At the close of the winter examination, which was considered, on the whole, the best the school has ever passed through, Mr. Bowen summed up the results.

In the *Languages*, the examination was very satisfactory. The class in the *Greek Reader* appeared to good advantage, so far as

the limited time made it possible to judge. In the *Greek Lessons* only four scholars appeared ; they recited well generally, but made a few failures in grammar.

In *Latin*, the first division of the Juniors (in *Latin Lessons*) recited very well ; in the second division a great inequality was observed. The Seniors, in *Cicero*, failed to come up to the standard for that class. A considerable number of errors, both in translation and parsing, marred the excellence of the performance. Some of the class recited extremely well. The examination of the Seniors in *Virgil* was very satisfactory, and the instruction in grammar and prosody appeared to have been very thorough.

In *French*, the Seniors read portions of Madame de Staël's *L'Allemagne ;* they also translated both ways, into English, and from English into French. A few were careless, but nearly all were prompt and accurate, and the examination, on the whole, was excellent. In the *Middle Class*, the pronunciation was good, and the double translations were performed with great facility. The Juniors, also, did very well. The *French Composition* of the Seniors deserved great praise. The instruction in this language is accurate and thorough.

The state of the English department is very satisfactory.

Mathematics. The *Middle Class* was examined in *Geometry.* Their appearance was very good indeed. Two or three failures only lessened the general merit of the performance. The *Senior Class* passed a most excellent examination in *Trigonometry.* All the pupils answered with great promptness, perfect accuracy, and a thorough understanding of the subject. The teaching has been thorough. The *Middle Class* in *Arithmetic* was examined only in the Square and Cube Root. They performed the exercises well. The Juniors, with some inequality, appeared well in *Algebra.*

The examination of the Senior Class in *Rhetoric* was defective in several particulars. Three or four did extremely well, and answered all the questions promptly. In the rest, there was a want of life and energy.

History. The first division of the Juniors appeared respectably in this study. Some of them recited from the book very correctly. The girls excelled the boys, several using their own language very intelligently. Generally, the class spoke in too low a

tone, and a few appeared to be sluggish. The second division of the Juniors, in the same subject, exhibited the same fault. It was not easy to hear the recitation, on account of the inexcusably low tone; when heard, a part of the class appeared to have a good understanding of the subject. The pronunciation of Greek and Latin proper names was defective.

Reading. Junior Class. A great improvement has been made since the last examination. Most of the girls read admirably; several of the boys were careless, and read very badly.

In accordance with the recommendation of the Committee last year, the study of the English Classics has been made more distinctly a subject of study than heretofore. The writer first selected was Cowper, a considerable portion of whose poetical works has been critically studied by the Senior Class. The exercise, at the examination, was very gratfying. This branch of study may now be considered as permanently established. The reading of this class was unequal, but they had been well trained in the critical appreciation of the works studied, and were able to explain readily the allusions and illustrations. They had also made themselves familiar with the life of the author.

In *English Composition*, one hundred and eight themes were presented. With one or two exceptions, the penmanship was very good; in several of the compositions, it was excellent. The punctuation and use of capitals were correct. The subjects were all drawn from History, or the Classics studied in the school — such as Cæsar, Virgil, Cowper. The matter seemed to have been well considered, and in point of style, the pieces were very creditable to their authors.

Sixty Maps were offered for examination from the classes in Ancient History, all, with one exception, maps of Greece or Rome, and executed in connection with the study of Ancient History. They were correctly drawn, and in every respect were fine specimens of this art. The practice of map-drawing, connected, as it is in this school, with historical studies, is deserving of great commendation.

The following table exhibits the percentage of correct answers of the candidates for admission at the annual examination in August, including the answers of those who were rejected, as well as

of those admitted. It should be stated that the questions were more difficult than in previous years.

	Presented.	Percentage.
Auburn Grammar School,	20	66.9
Harvard " "	22	52.9
Mason " "	18	51.
Putnam " "	17	69.6
Otis " "	6	64.6
Private schools and schools out of the city,	17	46.8

LIBRARY AND APPARATUS.

A committee of citizens consisting of Lorenzo Marrett, Lucius R. Paige, and Charles E. Norton, Esqrs., kindly consented to examine the valuable library and apparatus. The following extract from their report presents the condition in which they found them. It also contains suggestions which ought to be attended to. We extract the following paragraphs.

" Your Committee were highly gratified to find connected with one of our public schools a library and apparatus of so great value, so wisely selected, and so well adapted to aid in securing the important ends of this school.

" They are happy to be able to report, that both teachers and scholars seem to have considered the value and importance of the property entrusted to them, and to have devoted corresponding care and attention to the same. So admirable is the supervision and system under which scholars are permitted to use the Library, and so strong the love of order and neatness with which the teacher seems to have inspired the scholars, that almost every volume contained in the catalogue was either found upon the shelves, in good order and condition, or satisfactorily accounted for. And although many of the books bore upon them the marks of having been in constant use, yet they had the appearance of having been used by those who did not lightly esteem them.

" Similar evidence of order, care, and attention appeared in the preservation and arrangement of the very valuable apparatus belonging to this school. And they hesitate not to say that no anxiety need be felt by the City, or any of its Committees, in regard to the proper use of any property of this nature, however large, that may be entrusted to the care of the Principal of this School.

"But while the City and its officers look for the preservation and care of this property on the part of the teachers and scholars, they ought to furnish every reasonable facility therefor. At present, a large number of the books are obliged to be kept in the apparatus room, upon shelves designed and needed for the apparatus, causing it to be crowded upon the shelves, and requiring frequent entrance by scholars and teachers into the apparatus room for books, thereby greatly endangering the apparatus, and rendering the use of the same much more inconvenient to the teacher. Another *case*, similar to the one procured last year, is needed for the books and would relieve the present difficulty."

The number of books belonging to the Library is upwards of twelve hundred. One hundred and eighty-seven volumes have been added during the year. The value of the Library will be greatly augmented by the elaborate catalogue prepared during the year by Mr. Abbott, the recent sub-master, which is now nearly ready for the press.

We have now completed the survey of the condition of the Cambridge Schools. In the great variety of details which so extensive a system presents, we may have passed over many points, which the teachers and friends of the schools would regard as important. We had intended to include the programmes of studies and of the semi-annual examinations, but it was found necessary to omit them at present. As they have already appeared in print, the omission is of the less consequence.

It must be considered that the report of a single year cannot comprehend an entire history and complete analysis of so many institutions, under such a variety of circumstances and conditions. Such a history must be gathered from a series of the annual reports. All that can be done in a single report, is to select such salient points as seem most to demand notice; to speak freely in praise or censure, as the facts observed may warrant; and to throw out such general observations as the experience of the year may have suggested. The Committee have endeavored to do this, without fear or favor, having an honest and single desire to promote the welfare of the schools by pointing out their faults as well as their excellences; and to render a fair account of the meritorious labors of our excellent body of teachers, by indicating failures

as well as proclaiming successes. They would have been glad to enter more minutely into details; but they hope the parents of the children and the friends of the schools will supply whatever deficiencies the report may be charged with, by visiting the schools and gaining the information for themselves; and if any unintentional injustice should be thought to have been done, by omission or misapprehension, the Committee trust that it will be remedied in the same manner.

GEORGE STEVENS, *Chairman ex officio.*

C. C. FELTON,
FRANCIS BOWEN,
A. B. MUZZEY,
ZELOTES HOSMER,
W. W. WELLINGTON,
MOSES CLARKE,
MASSENA GOODRICH,

School Committee.

TABULAR VIEW OF THE SCHOOLS IN CAMBRIDGE, AT THE END OF THE WINTER TERM, FEBRUARY, 1852.

Name of School.	Location.	Teachers.	Salary.	Average Number Summer Term.	Average Number Winter Term.	Average Number for the year.	Average Attendance Summer Term	Average Attendance Winter Term.	Average Attendance for the year.	Per cent. Attendance Summer Term.	Per cent. Attendance Winter Term.	Per cent. Attendance for the year.	Not absent or tardy for the year.
High School,	Amory Street,	Elbridge Smith,	$1,500	155.	176,	165.5	131.	170.	150.	84.6	92.	88.3	
		John E. Horr,	700										
		Miss N. W. Manning,	400										
		" F. L. E. Hastings,	300										
		" M. A. Everett,	300										
Ward I.													
Auburn Grammar,	School Court,	Daniel Mansfield,	1,000	98.4	98.7	98.6	88.4	89.	88.7	90.	90.	90.	2
		Miss Emily Cutler,	300										
" Alphabet	" "	" Eliza Gould,	275	118.	80.	99.	87.	59.4	73.2	75.2	77.7	76 5	
Winthrop Grammar,	North Avenue,	William H. Ladd,	1,000	45.	44.	44.5	41.	41.	41.	91.	92.	91.5	
" Middle,	" "	Miss S. E. Wiggin,	300	60.	55.	57.5	53.	43.	48.	88.	78.	83.	
" Mixed,	" "	" A. A. Allen,	175	73.	60.	66.5	53.	36.	44.5	73.	65.	69.	
Washington Middle,	Garden Street,	" A. M. Ireson,	300	80.6	95.	88.	72.	83.	77.5	90.	88.	89.	
		" C. E. Downes,	200										
" Primary,	" "	" Mary S. Gould,	275	65.5	80.8	73.2	57.2	69.4	63.3	86.6	82.	84.3	
City Mixed, (Established Dec., '51.)	Alms House,	" H. J. Chenery,	150										
Ward II.													
Harvard Grammar,	Harvard Street,	A. B. Magoun,	1,000	151.6	161.3	156.5	135.	148.3	141.4	89.6	93.	91.3	
		Miss Emily James,	300										
		" Helen Clapp,	300										
		" L. F. Clapp,	300										
" Middle,	" "	" L. A. Skilton,	300	54.	58.	56.	49.	51.	50.	90.7	89.8	90.3	

Harvard Primary,	Harvard Street,	Miss H. A. Dodge,	250	55.	65.	60.	46.	57.	51.5	84.	92.	88.	
Broadway Grammar,	Broadway,	B. W. Roberts,	1,000	75.	90.	82.5	68.	85.	76.5	87.	95.	91.	
		Miss Lucretia Clapp,	300										
" Primary,	"	" Martha A. Gregory,	275	111.	105.	108.	96.	89.	92.5	89.	87.	88.	
		" M. A. Miles,	150										
Mason Grammar,	State Street,	A. C. Smith,	1,000	92.	91.	91.5	80.	82.	81.	83.	85.	84.	
		Miss L. M. Demmon,	300										
" Middle,	" "	" Eliza K. Braekett,	300	90.	88.	89.	77.	79.	78.	85.	90.	87.7	1
		" Ellen Lewis,	200										
" Alphabet,	" "	Mrs. Mary M. Jones,	275	91.	128.	109.5	78.	112.	95.	80.	75.	77.5	1
		Miss M. H. Clarence,	150										
Franklin Middle,	Franklin Street,	" Frances A. Clapp.	300	56.	62.	59.	46.	55.	50.5	82.	90.	86.	
" Primary,	" "	" D. H. Chadbourne,	275	68.	64.	66.	57.	54.	55.5	84.	84.	84.	
" Alphabet,	" "	" M. A. Tarbell,	275	71.	72.	71.5	60.	60.	60.	84.	83.	83.5	
Dana Hill Middle,	Centre Street,	Miss Sophia Studley,	300	58.	54.	56.	46.	49.	47.5	88.	95.	91.5	
" " Mixed,	" "	" Abby K. Sweetser,	225	68.	64.	66.	52.	47.	49.5	76.4	72.4	74.4	
Amory Mixed,	Hampshire Street,	" Susan Dimond,	275	61.	53.	57.	41.8	40.6	41.2	68.5	76.7	72.6	
Bridge Mixed,	Pioneer Street,	" Jane Dallinger,	275	58.	56.	57.	43.	45.	44.	85.	84.	84.5	
Boardman Alphabet,	School Street,	" Ann Lewis,	275	75.	63.	69.	71.	50.	60.5	90.	80.	85.	
WARD III.													
Putnam Grammar,	So. Fourth Street,	J. M. Lassell,	1,000	109.5	103.5	106.5	109.5	98.2	103.8	95.3	95.2	95.2	12
		Miss M. A. Chandler,	300										
		" S. M. Burnham,	300										
" Primary,	" "	" Frances N. Smith,	275	69.	68.	68.5	65.3	61.9	63.6	94.6	89.8	92.2	2
" Alphabet,	" "	" Emma E. White,	275	83.6	108.	95.7	71.	82.9	77.	84.9	69.1	77.	
Otis Grammar,	Otis Street,	N. K. Noble,	1,000	75.2	72.7	74.	72.4	70.	71.	95.4	96.2	95.8	7
		Miss M. E. Taft,	300										
" Middle,	" "	" Martha A. Smith,	300	52.	55.	53.5	48.	52.2	50.1	92.6	94.1	93.3	5
" Primary,	" "	" H. E. Conant,	275	69.	67.	68.	61.	57.5	59.2	88.	86.	87.	1
Thorndike Middle,	Thorndike Street,	" S. E. Strickland,	300	51.	54.	52.5	49.	51.	50.	96.	94.7	95.3	1
" Alphabet,	" "	" M. H. Butler,	275	75.	69.	72.	65.	60.	62.5	86.	86.	86.	
North Middle,	Third Street,	" E. R. Spalding,	300	45.5	43.	44.2	40.	40.	40.	88.5	90.	89.2	3
" Alphabet,	" "	" H. J. Clarke,	225	101.	76.	88.5	80.	64.	72.	77.	85.	81.	
Eastern Primary,	So. Fourth Street,	" H. E. Taft,	275	69.	66.	67.5	63.3	60.2	61.7	91.7	91.2	91.4	
Musie Teacher,		Nathan Lincoln,	700										

SUMMARY OF THE SCHOOLS IN THE SEVERAL WARDS.

	Number of Schools.	Salary.	Average Number Summer Term.	Average Number Winter Term.	Average Number for the year.	Average Attendance Summer Term.	Average Attendance Winter Term.	Average Attendance for the year.	Per cent Attendance Summer Term.	Per cent. Attendance Winter Term.	Per cent. Attendance for the year.	Not absent or tardy. for the year.
High School,	1	$3200	155.	176.	165.5	131.	170.	150.	84.6	92.	88.3	10
Music,		700										
Ward I.	8	4025	540.5	513.5	527.	451.6	420.8	436.2	84.8	81.8	83.3	2
" II.	16	8600	1234.6	1274.3	1254.5	1045.8	1103.9	1074.8	84.2	85.7	85.9	2
" III.	11	5400	799.8	782.2	791.	724.2	697.6	711.	90.	88.8	89.4	31
Total,	36	21,925	2729.9	2746.	2738.	2352.6	2392.6	2372.	86.1	86.1	86.1	45

SUMMARY OF THE SCHOOLS OF THE DIFFERENT GRADES.

	Number of Schools.	Salary.	Average Number Summer Term.	Average Number Winter Term.	Average Number for the year.	Average Attendance Summer Term.	Average Attendance Winter Term.	Average Attendance for the year.	Per cent. Attendance Summer Term.	Per cent. Attendance Winter Term.	Per cent. Attendance for the year.	Not absent or tardy for the year.
High School,	1	$3200	155.	176.	165.5	131.	170.	150.	84.6	92.	88.3	10
Music,		700										
Grammar Sch'ls,	7	9700	646.7	661.2	654.1	594.	613.5	603.4	90.2	92.3	91.3	21
Middle "	9	3150	547.1	564.	555.7	480.	503.2	491.6	89.8	90.	89.9	10
Primary "	7	2050	506.5	515.8	511.2	445.8	449.	447.3	88.3	87.4	87.8	3
Alphabet "	7	2025	614.6	596.	605.3	512.	488.3	500.2	82.4	79.4	80.9	1
Mixed "	5	1100	260.	233.	246.5	189.8	168.6	179.2	75.7	74.5	75.1	
Total,	36	21,925	2729.9	2746.	2738.	2352.6	2392.6	2372.	86.1	86.1	86.1	45.

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